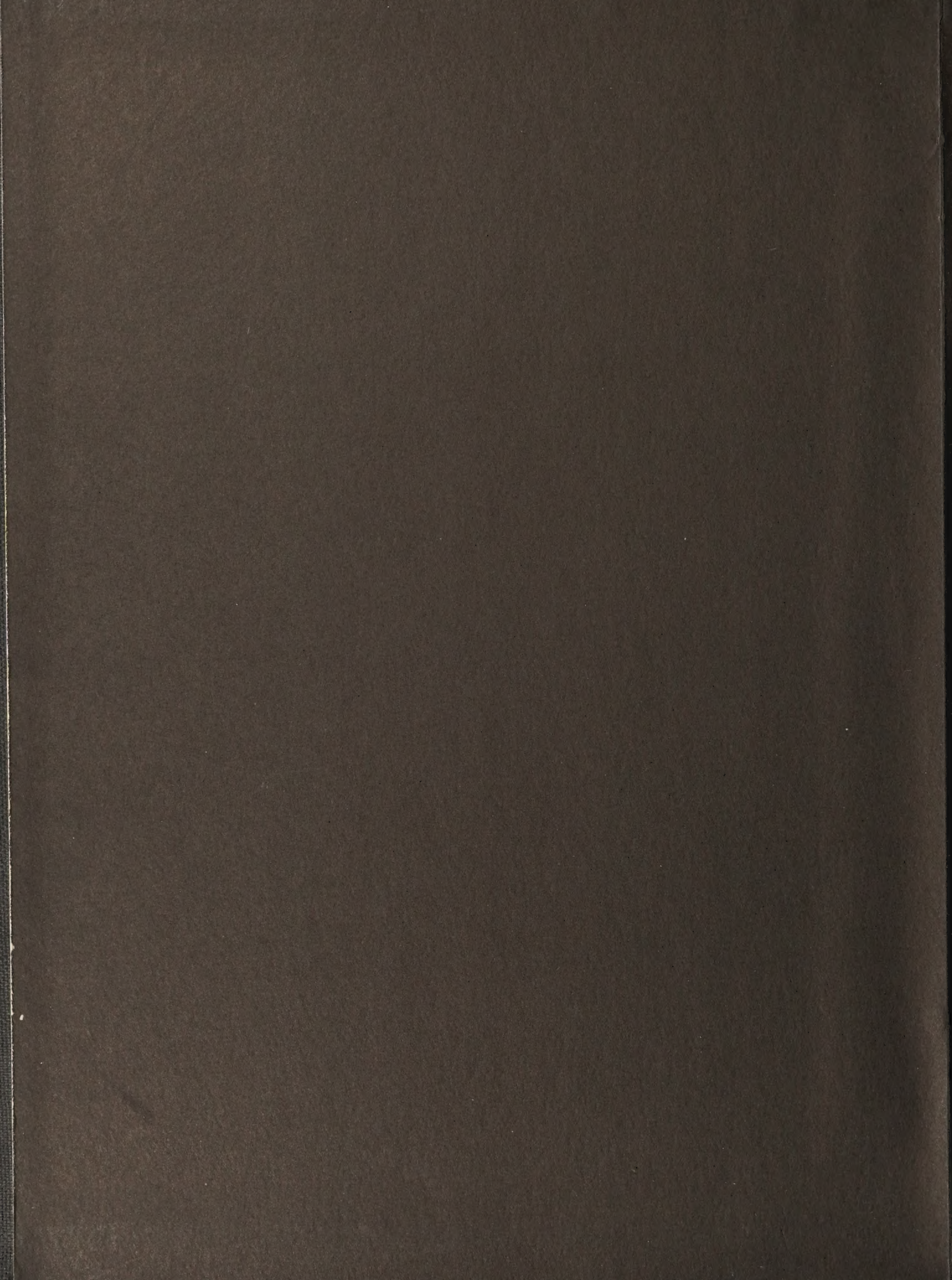




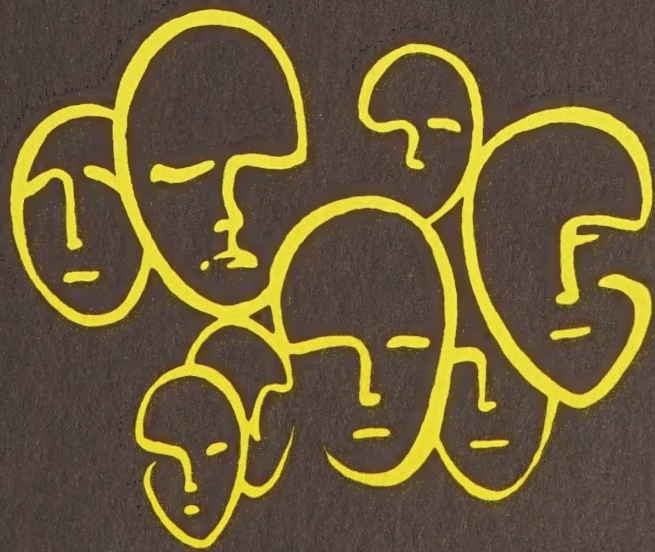
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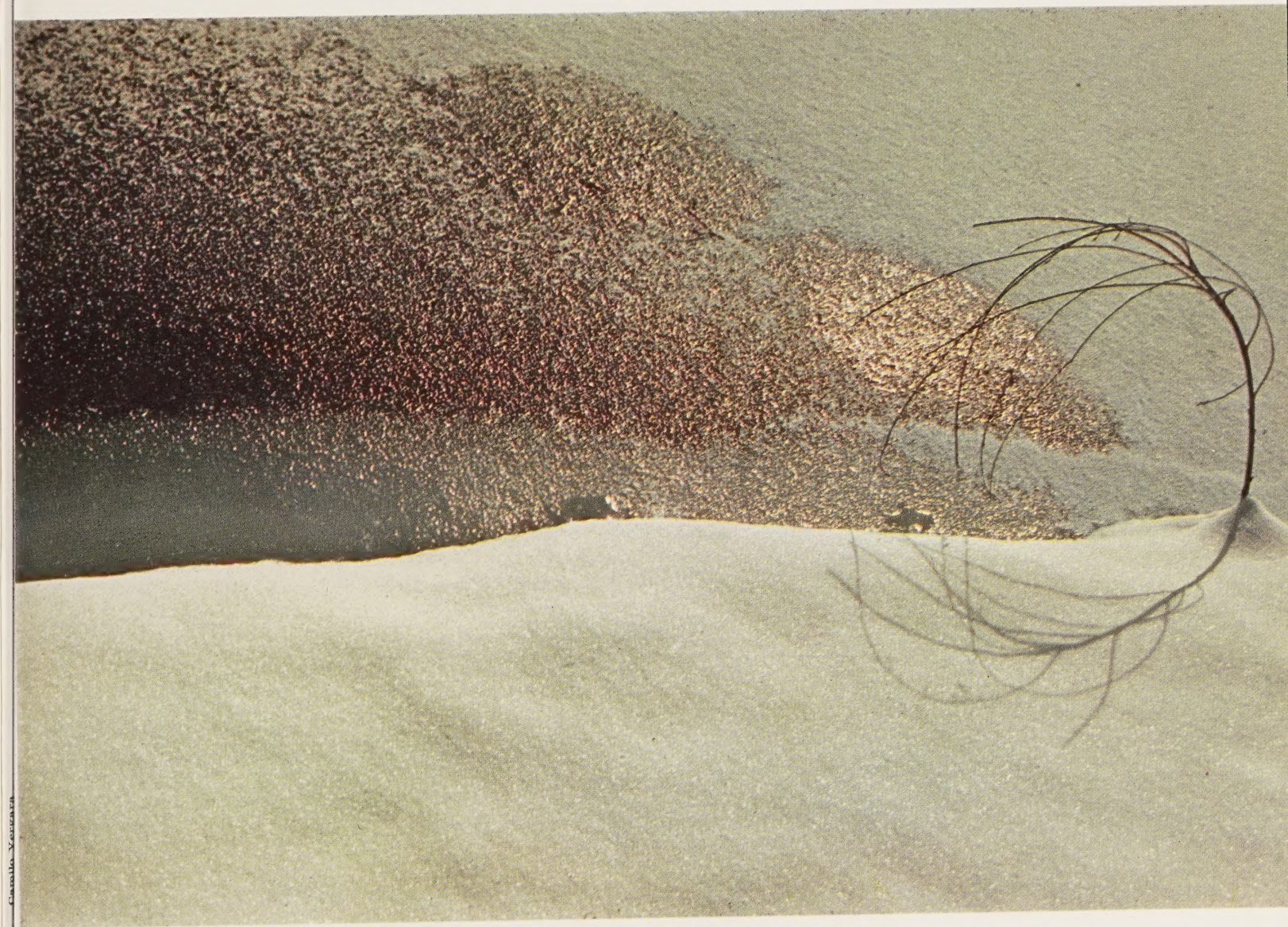


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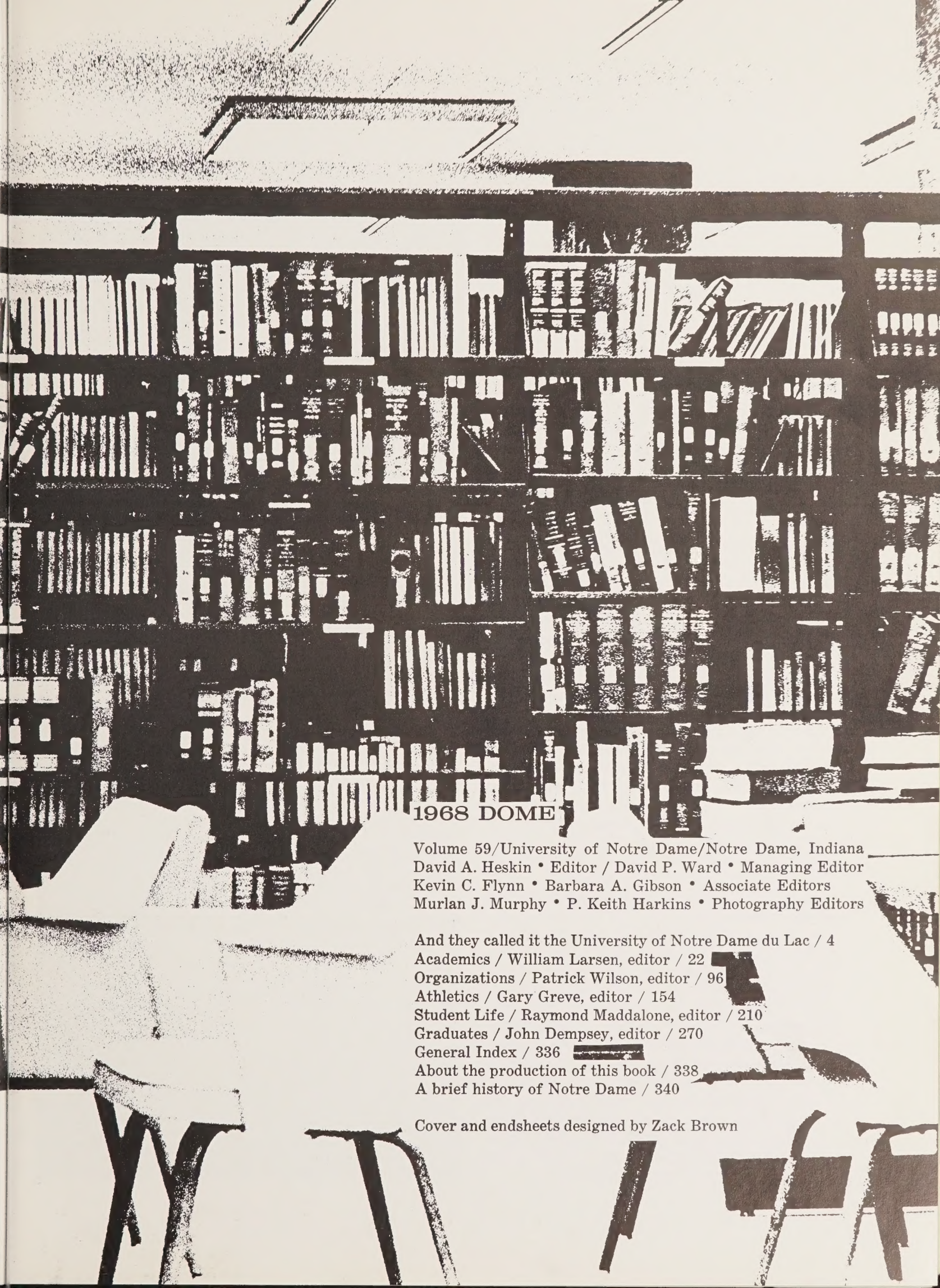
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1968 DOME / published by the students of the
university of notre dame du lac





1968 DOME

Volume 59/University of Notre Dame/Notre Dame, Indiana
David A. Heskin • Editor / David P. Ward • Managing Editor
Kevin C. Flynn • Barbara A. Gibson • Associate Editors
Murlan J. Murphy • P. Keith Harkins • Photography Editors

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Cover and endsheets designed by Zack Brown

And they called it the University of Notre Dame du Lac.

One hundred and twenty-five years after Father Edward Sorin and six brothers of Holy Cross put up the first building of what they pretentiously called the University of Notre Dame du Lac, that university stands on the threshold of greatness. That time, short in comparison to the lifespan of the greatest universities, has witnessed the transformation of a fourth-rate, provincial college into a well-respected, well-known university.

That Notre Dame has grown and matured in 125 years is obvious. Gone is the library which contained only 250,000 volumes; in its place is one of the largest college library buildings in the world. Gone is the time when academics were "an exciting but unintellectual blend of Thomism and the split T"; in its place is a graduate school with 24 different Ph.D. programs. Gone are 10 o'clock curfews and compulsory mass attendance; in its place are the Honor Concept and student judiciary boards. Notre Dame, after a long courtship, has entered the contemporary world.

Notre Dame's national founding could well be dated as a Saturday afternoon in the late autumn of 1913. On that day, two men—Knut Rockne and Gus Dorais—brought Notre Dame to national prominence with a new maneuver, the forward pass, in the upset victory over Army's football team. Rockne returned to his alma mater as head coach in 1918, and from that year until his death in a plane crash in 1931, established the charisma of Notre Dame football. Under Rockne, football became big business; it brought national recognition and, for the first time, a ready source of outside income. But football alone continued to characterize Notre Dame for three decades after Rockne.



Jerry Murphy



Keith Harkins

The University emerged from the Second World War with an already legendary football tradition, a Catholic, conservative middle class alumni an endowment of six million dollars, and at best, a mediocre academic reputation. But Notre Dame knew that to survive, it must build itself into a great university. This task fell to John J. Cavanaugh, C.S.C., who became president in the summer of 1946. Father Cavanaugh realized that Notre Dame needed almost 90 million dollars worth of new buildings to accommodate its planned growth through the next decades. To this end we started.

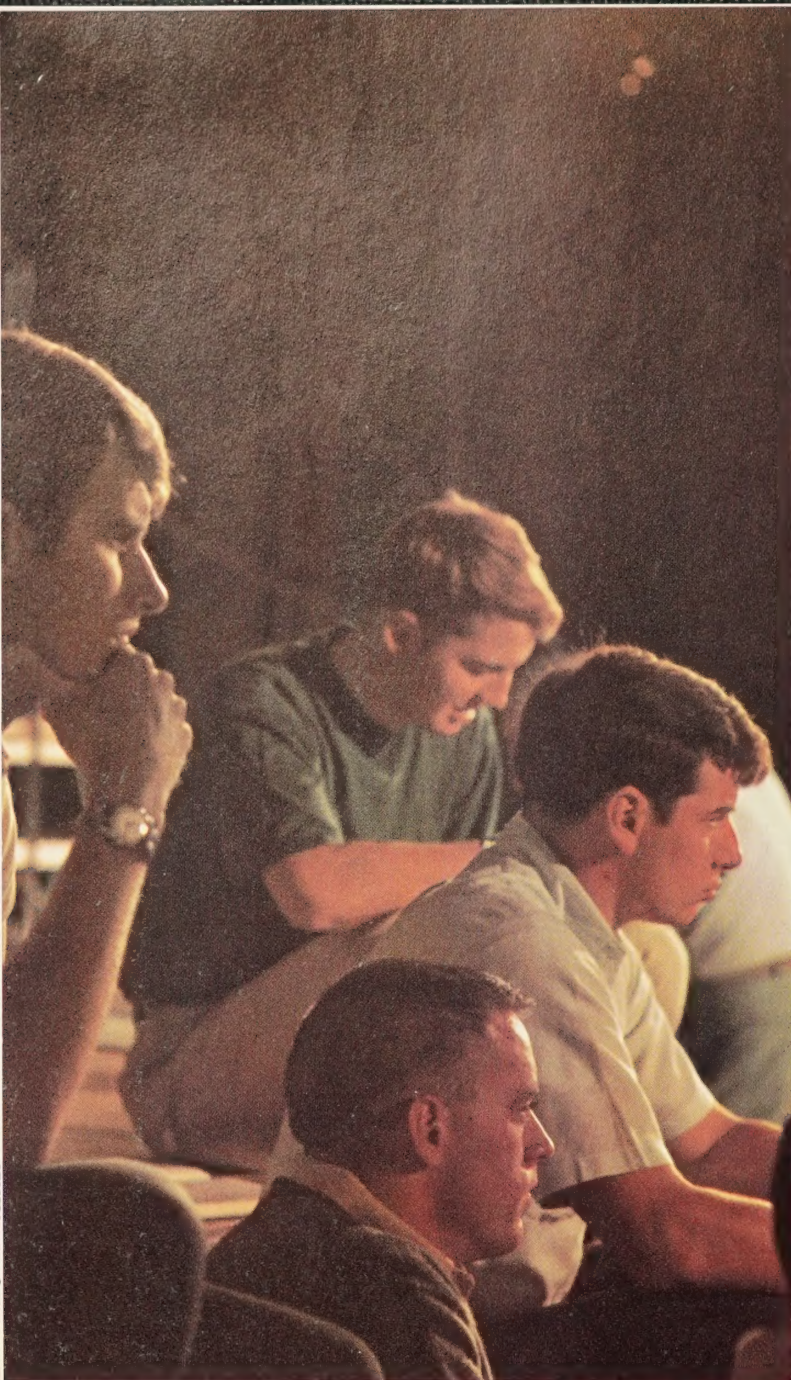
In September, 1952, Theodore M. Hesburgh, C.S.C., was named sixteenth president; his subsequent effect on the university has been more far-reaching than any other person in the school's history—with the possible exception of Knute Rockne. Father Hesburgh was determined to develop Notre Dame into a great university. He started by limiting enrollment, liberalizing and gradually changing student rules, and bringing better faculty members and administrators to the school. He continued the physical expansion begun under Cavanaugh, constructing 65 million dollars worth of new buildings.

Father Hesburgh's administration brought Notre Dame into the mainstream of higher education in the 1960's. It organized three fund-raising drives totaling 98 million dollars over an eight-year period—something unheard of for a Catholic university. It brought in men renowned in their fields to head the colleges of the University, such as Frederick Rossini and Norman Gay. It developed new departments, new programs, and devoted more money than ever before to the graduate school. And it transferred the governing of the university from an ecclesiastical to

a secular board, becoming the largest Catholic university in the world under lay control.

As the University changed, the student body underwent a corresponding development. The change was not so much a physical one—today's undergraduates still come primarily from white, middle-class Catholic families—as an academic one. It wasn't until 1956 that Donald Sniegowski became Notre Dame's first Rhodes scholar. But from then on, fellowships began to rise in the graduating class, and graduate school started to become the rule rather than the exception. Today, Notre Dame ranks near the top of the list in Woodrow Wilson and Danforth fellowships, and well over 50 per cent of each graduating class goes to graduate school. Undergraduates of the sixties demanded more from the university in academics and in student life; Notre Dame responded with increased facilities, better faculties, and, for the first time in its history, freedoms and responsibilities for the students. At the same time, Notre Dame became one of the major college sources of Peace Corps, VISTA, and Extension volunteers.

Notre Dame has rid itself of the parochialism in its dealings with students and of its fears of a free academic inquiry which had characterized it for decades. It realizes now that a university must give students a substantial voice in governing their personal lives and that a university is a place where "all the relevant questions are asked and where answers are elaborated in an atmosphere of freedom." Notre Dame is now a good university; probably even a very good university. It has recognized and accepted the challenge for greatness; whether or not it will meet that challenge, Notre Dame still must answer.



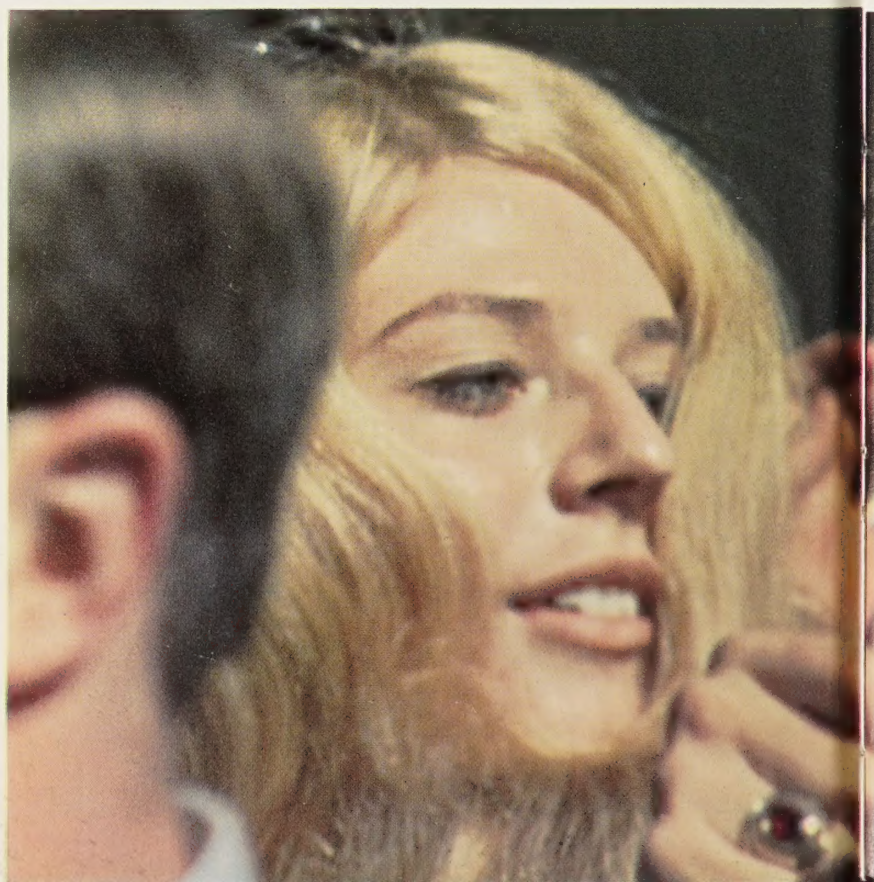
Terry Dwyer

Jerry Murphy



Undergraduates of the sixties demanded more from the university in academics and in student life.

Keith Harkins





Keith Harkins



Mike Ford





**"Experience teaches that
silence terrifies the most."**
—Bob Dylan

The all-American crew-cut college kid no longer exists. He belonged to the late forties and fifties when the Cold War, flag waving patriotism, and Pat Boone were in vogue. Today's college student, though coming from the same background, has encountered a vastly different university than his predecessor did a decade and a half ago. He is more aware and receptive to the world around him. His concern for civil rights sparked the Southern Negro voter registration drives of the sixties. His concern for the underprivileged peoples of his own country and the world are manifest in his interest in VISTA and the Peace Corps. But in the last year, this concern has appeared to be waning, or at least changing direction.

There are several reasons for this change. First, the university has assumed a much more prominent role in the structure of American society. The largest segment of the university, the students, are now more interested in student power—the way they can use their collective influence in changing the university and the world around them. Second, the war in Viet Nam and its corresponding demands for manpower have reached such proportions that students can no longer take an extended absence from school or join one of these volunteer programs after graduation for fear of being drafted. American society is turning to the universities for finding solutions to its problems and at the same time demanding that its students go out and solve those problems. It is not the students who have changed the university from a monastery to a government research plant and employment source. But the students are at the very center of that change.

For the following six pages of the Dome, four students discuss these topics and their relation to the students. On pages 10 and 11, Jon Sherry, senior government major and ASP party chairman, outlines the history and goals of student power in the nation's universities and specifically at Notre Dame. On pages 12 and 13 Forrest Hainline, a senior English major, attacks American involvement in Viet Nam, while Chris Manion, a senior history major, demands a quick, decisive victory. Then on pages 14 and 15, Ned Allen Buchbinder, senior General Program major and student draft counsellor, tells what he knows of the Selective Service's plans for the class of 1968 and suggests alternative actions for students who need them.



Keith Harkins

The issue in student politics this year was bluntly: student power. The Action Student Party, after narrowly losing last year's student body presidential race, this year elected 13 members to Student Senate on a platform calling for student self-government—the right of the students to make and enforce their own rules of behavior, as well as to participate in decisions of academic policy. Bills were passed by the Senate to implement these proposals, a student judiciary was set up, and course and teacher evaluation was begun. But repeated attempts by various halls to follow their own rules, especially in the area of parietal hours, were stopped by the administration. Finally, a General Assembly of Students was convened in February, and after two tumultuous sessions, passed bills endorsing self-government, stay hall, parietal hours, and academic reforms. Two weeks later, Richard Rossie, campaigning strongly for student power, was elected student body president by an unprecedented landslide of 60 percent. This enthusiastic endorsement of the principles of student power and the mandate for their implementation was the result of many years of activity by gradually growing numbers of students.

Nationally, student power has developed as a reaction to certain trends in the university. The first is the gradual disintegration of the university community. The second is the metamorphosis of the university into a full fledged business enterprise, concerned primarily with production (students, research, and publications), rewards, and image. It also expresses the growing estrangement of the younger generation from the traditional American society and youth's growing frustration at its own lack of power and ability to control their own lives and to bring about needed social change.

The growth in student radicalism at Notre Dame has paralleled the disintegration of its traditional student community. This disintegration with its resulting alienation and frustration first manifested itself in the Corby Riot of 1960 when hundreds of angry students snowballed Corby Hall and the Dean of Students. But the change had begun earlier. The composition of the student body was changing; the effects of Fr. Hesburgh's academic excellence were being felt. The new type of student was different; he was better prepared, more intelligent and questioning. He did not come to Notre Dame to accept answers but to seek them for himself. The new students found themselves increasingly unable to identify with the traditional image of the Notre Dame man and increasingly unable to integrate themselves into the student community founded on this image. The rules which reflected the old community no longer served their purpose of unifying the student body and had become repression rather than regulation of order. And in turn this repressive atmosphere tended to increase student distrust of the administration, as well as further alienation and frustration. Football, once a unifying factor, was in

a state of decline in the late 50's and early 60's and so was losing its effect; though with the more academic-centered nature of the changing Notre Dame, it is doubtful that football could have maintained its pre-eminent position in student life. But no new factor of unity arose to replace athletics and image.

At the same time, Notre Dame was rapidly expanding until it began to resemble the multiversity, concerned with much more than just education. Academe is no longer a quiet oasis of intellect, a retreat from mundane cares where scholars can pursue their work in meditative silence. Research, great conferences, construction, and fund drives have become full-time activities. Students at any university are no longer the central object of concern that they once were, so they seek to offset this loss of status by achieving a position of influence and power within the university.

But power can only be achieved by men working together in groups, and is impossible for men alienated from one another to exercise. Environments of alienation and frustration produce radicals and Notre Dame is an excellent example of this. Alienated men seek community and the radical community, beginning with the Popular Front, has grown as an answer to the disintegration of the old community. Most have become members not out of intellectual conviction but in search of the intangibles that cannot be found in isolated existence. It is a loosely defined group suffering in varying degrees of alienation from the "system." They cannot identify with the old image, but seek to create a new one. The growth of the radical community as a sociological group with group symbols and activities can be measured by the increase in its power and influence over the last few years. This year the community has become strong enough to support the Delphic Oracle, a coffee house, and a radical newspaper, "the River City Review." They are numerous enough to man a student political party and to hold large demonstrations against the war and for free speech on campus.

There has been a gradual acceptance of their solutions to the problems that exist at Notre Dame. But the most important single contribution that student radicalism has made at Notre Dame is to make the students aware of the problems confronting them and of their power to effect change. Apathy is declining and activism is now ascendent. This shows not only an awareness of Notre Dame's problems, but also of those which afflict America. For student power ultimately aims beyond the university, seeking to change our society as well. Since the universities are becoming key institutions in this country, they can eventually change society, but only if they are transformed first. This is what student power is trying to do—restructure the universities into democratic educational communities which will become the bases for an eventual transformation and liberation of the whole society.

Jon Sherry



STUDENT POWER:

The growth of radicalism at Notre Dame has paralleled the disintegration of its traditional student community.

We are the aggressors.

"We are in Viet Nam," says President Johnson, "to honor a pledge to help an independent people defeat foreign aggression; those who oppose the war discredit our word and only prolong the conflict."

The painful realization of many Americans is that these words are not true. Excluding forces introduced by the United States, there are no foreign troops in Viet Nam. The Geneva Accords which, according to Mr. Rusk (CBS-TV Aug. 23, 1965), "were embraced on behalf of the U.S. by Gen. Bedell Smith," made it clear that Viet Nam is a political and cultural unity: "the provisional military demarcation line should not in any way be interpreted as constituting a political or territorial boundary." Viet Nam was to be unified in 1956 by national election and the U.S. pledged its "word of honor" to support such an election: "In the case of nations now divided against their will, we shall continue to seek to achieve unity through free elections supervised by the United States to insure that they are conducted fairly." (*Dept. of State Bulletin*, Aug. 2, 1954.) It was well recognized what the outcome of these elections would be: President Eisenhower estimated that 80 per cent of the people would vote for Ho Chi Minh (*Mandate for Change*, p. 372). De-

spite our pledge, the U.S. collaborated with the Diem government to prevent the elections from taking place. Diem's opponents, primarily the National Liberation Front (NLF), began working to overthrow his regime. These elements were termed "aggressors" both by Diem and the U.S. In this context it is interesting to note that Eisenhower, Dulles, and Nixon had called the Vietnamese struggle against French colonialism a case of aggression and allocated \$15 million to the French cause.

By word and action the U.S. has shown that the Vietnamese people still support Ho and/or the NLF: Washington insists we must *win* the hearts and minds of the Vietnamese before we hope to win the war, hearts and minds that now reside elsewhere.

The U.S. has continually opposed self-determination in Viet Nam. There is no peace because the Johnson administration refuses to accept any truly representative government in South Viet Nam. Regarding Johnson's "willingness to negotiate," the U.S. made no diplomatic efforts to resolve the conflict before the escalation of 1965; since that time Mr. Rusk has made it clear that the NLF would be given no political influence in South Viet Nam. The U.S. demands a cessation of what we have termed aggression; we will not *negotiate*, but demand that the Vietnamese people accept a government established with the support of a foreign power.

To end the war we must win it

Protest has supplied us with many distracting moments this year at Notre Dame. The main target of the protesters, moralists, and pragmatists alike has been the war in Viet Nam. Their rallying call: "Hell no, we won't go." This conclusion is surprisingly plausible. However, it must be justified not on the basis of personal morality, but in the light of what is best for the continued freedom of the citizens of the United States. Only then can it be applied to national policy.

The United States has poured billions of dollars into the Viet Nam war; thousands of Americans have died; many fester in the prisons of North Viet Nam. But this war is unlike any other war in history: the enemy's capital city and chief port remain untouched, while the American Embassy in Saigon is stormed. President Johnson warns us to expect "more cost, more loss, and more agony" while he reassures us that our goal is not victory, but a vague notion of peace in South Viet Nam.

The President couples his support for the endless, winless war with requests for expanded trade with the Communist bloc. The dreamlike proportions of these forays into Wonderland include recommending the sale of Worden gravity meters to Poland, these delicate instruments used to determine the trajec-

tory of guided missiles. Polish goods, including war supplies, stream into Haiphong harbor to support the battle against the American enemy.

Meanwhile, the Johnson administration attempts to please "world opinion" by fighting the war on the enemy's terms. No will to victory accompanies the American forces in their treks through the jungle—only promises of "negotiations" and "limited objectives" enhance the future. Sent to fight with their hands tied by restrictions, sanctuaries, and a directionless foreign policy, American soldiers read hometown newspapers to discover that their President is constantly attempting to expand trade with their enemies. Consular treaties and cultural exchange programs are promoted to display the peaceful and mutual respect between the United States and the Soviet Union.

"We shall defeat the Americans with Soviet weapons," the Premier of North Viet Nam has claimed. Pham Van Dong goes on to describe the solidarity of the Russian people behind the Communist offensive against the Americans. Russians are bombarded with slogans calling for Communist victory in Viet Nam; Americans, on the other hand, are advised that there is no such animal, so they do their best to ignore the war, and return to their T.V. sets to watch the Americans fight the Germans.

In our days of political doublethink, one could write off the normally treasonous policy of giving

There is no clearer indication of the injustice of American presence in Viet Nam than our military tactics: the use of napalm and fragmentation bombs on populated hamlets; the use of delayed-action bombs which kill indiscriminately hours after being dropped; the use of fragmentation bombs to flush out enemy soldiers from fields and villages where there are known noncombatants; the use of herbicides, harmful to human and animal life, on thousands of square miles of land. These policies have not been denied, but "justified" on the grounds that the enemy also commits atrocities. Were we fighting cannibals, this logic would have American soldiers eating human captives. Human beings do not liberate "captive" women and children by incinerating them with napalm. We are either wanton animals destroying the land and people we claim to be freeing, or these people are our enemies. If that is the case, *we* are the aggressors, attempting to establish a stronghold of American influence against the will of the people. In the name of honor, in the name of God, we must no longer demand surrender to our will; we must negotiate a truly representative government and leave. Mr. Johnson has made it apparent that as long as Americans support this war, we will not stop fighting until we have our will. The Vietnamese people have made it clear that this will never be until they and their country no longer exist.

Forrest Hainline

aid and comfort to our enemy as a natural result of some vague "credibility gap." But the American youth who sees American goods going to Russia and Russian weapons and technicians killing American soldiers in Viet Nam is very likely to shake his fist and say "Hell no, I won't go!"

It is probable that there has never been a popular war—at least a war popular with the men who have to fight it. For it is the soldier who is the real peace-maker—the one who lays his life on the line to defend the liberties which he and his countrymen are willing to fight for. He realizes that "freedom isn't free," and so do the campus demonstrators. But the more convincing demonstration is given by the soldiers in Viet Nam. Hundreds of Notre Dame men have served there; several have given their lives in an act to preserve our freedom to demonstrate.

We all seek an end to the war. But we will not achieve this goal by compromising. To reward Communist aggression by negotiating is suicidal—for while we can win the war, we might lose the negotiation: our philosophy of "limited objectives" is not shared by our Communist enemies. From another war we can still hear the words of a great general, Douglas MacArthur: "From the Far East I send you one single thought, one sole idea, written in red on every beachhead from Australia to Tokyo: There is no substitute for victory." Clearly, the only way to end the war in Viet Nam is to win it.

Christopher Manion

THE WAR IN VIET NAM: Two opposing views.





THE DRAFT:

No one knows except
the Selective Service—
and they're not saying.

The military manpower requirements of the war in Viet Nam this year prompted the Selective Service administration to issue two changes in the draft law relevant to students at Notre Dame: first, the new "automatic" II-S deferment for undergraduates; and second, the cancellation of graduate school and vocational deferments. The basic problem that developed for students was that the changes demanded a decision much earlier than ever before. Students who requested the II-S could not receive any deferment after their graduation, and without the guarantee of grad school, found themselves in the prime age group for military induction. This year's seniors were left hopelessly in uncertainty right to the day of graduation since there simply was no precedent for the Selective Service's wide-scale cancellation. No one knew, and Selective Service wasn't saying, just how the projected 240,000 men would be chosen from the senior class of 280,000. Rumors were spread to the effect that the local board would have complete autonomy; that graduate schools would have to shut down and undergraduate courses that required large numbers of assistants would be discontinued; and that ROTC deferments would be continued. The utter confusion of the first year of a new law, coupled with the lack of definitive statements and the demanding of important decisions without full knowledge of the law, created a real need for qualified draft counsellors on campus. The story of the counselling center and some of the difficulties that it encountered is told below by one of the counsellors.

Prompted by a conviction that thinking people are somewhat embittered by the imposition of a government's power to channel their lives into an appropriate slot affording the national interest, gross national product, standard of living, or military manpower supply, a few Notre Dame students decided in October to help supply a draft counseling service on campus. The need for such a service grew as the year progressed: for the first time in Selective Service's history, students were obligated to ask for their II-S student deferment. Although the Military Selective Service Act of June 1967 provided automatic student deferments (now requiring the student's signature), the effect of forcing a student to "hereby request that I be granted an undergraduate student deferment in Class II-S" made it seem that the government (Selective Service) was doing students a grand favor in granting, out of kindness, this "gift" deferment. Thus, in a strange way, this

request (constructed like a contract) prompted students to reflect about their "obligation or duty" to return the favor, to serve their country . . . and how.

Another way the Selective Service seemed to fall down in giving students the whole story in regards to accepting this "new" student deferment: by asking for a II-S after June 30, 1967 a student was thereby forfeiting forever his right to a mandatory (if the wife, mistress, etc. is with child) Fatherhood (III-A) deferment. The counseling service was pleased to announce this neglect-to-relate-the-whole-story by Selective Service, and was happy to obtain deferment for newlyweds.

As time grew close for seniors to try to decide how they were to go to grad school, to decide whether they could or should stay out of the military, and at the same time as the Viet Nam war grew, the need for a bigger and better counseling service emerged. The Notre Dame Psychological Counseling Service, staffed by psychiatrists, educators and psychologists, provided group counseling sessions to explore the many difficulties of becoming a conscientious objector. Fr. David Burrell circulated a letter signed by many resident priests who stated their readiness, willingness, and deep obligation toward anyone who needed personal, individual counseling regarding the morality of war, of this war, of serving in any and all capacities for God, country and Notre Dame. The statement which pointed out "the gap between national policy and personal decision," offered "to assist fellow Christians in forming a conscience . . . through not advice by counsel" was printed in the Scholastic.

As the Spring arrived, it became necessary to hold bi-weekly Information Afternoons especially to help seniors question their responsibilities and provide concrete plans.

Far from peace began to settle about those undergraduates who had been expecting a mandatory graduate school deferment. The February 16 Selective Service announcement limiting graduate deferments to those in medical fields, those already in grad school for two years, or ROTC members put many who had planned on grad school in anxiety. Counselors slightly quelled the turmoil by reminding those who wanted to know that anyone who loses a II-S by graduating and who thus gains a I-A is entitled to appealing for their rightful prerogative to a personal appearance, a state appeal, and a Presidential appeal, this appeal procedure lasting a minimum of three months. In that period, seniors who were reluctant to serve immediately as soldiers, who were no longer guaranteed either a Peace Corps, teaching, or graduate school deferment could give themselves time to either think more about Conscientious Objection, to obtain a teaching position in an inner city area which would give them a year-long deferment, to continue appealing for other deferments, to join the Services, to resist altogether, or to "take off" to Canada.

ned allen buchbinder



Above, Dr. Benjamin Spock is led by police from New York's Whitehall induction center after being arrested in connection with a mass anti-draft demonstration last December. Spock, a pacifist and leader of antiwar demonstrators, was arrested along with more than 200 during the day.



The University and the student body each must clearly define its individual goals and its position in relation to one another.

"The time has come," the walrus said,
"To talk of many things:
Of ships—and shoes—and sealing wax
Of cabbages—and kings—
And why the sea is boiling hot—
And whether pigs have wings."

Through the Looking Glass—LEWIS CARROLL

Like Carroll's walrus, the time has come for the university and the student body to talk of many things. Specifically, each must decide what path it will pursue during the last third of the twentieth century. To maintain the growth of the past fifteen years, each must clearly define its individual goals and its position in relation to one another.

For the university, definition is easy; its goals and its relation to the students have evolved over its 125-year life span. Essentially, the university will continue as an all-male, residence university with a resident student body. Its masculinity will be tempered by closer association with St. Mary's and possibly other girls' schools, but a coed Notre Dame is not immediately foreseeable. Notre Dame will attempt to introduce an ethnic and economic mix into the student body with the more than four million dollars in financial aid available next year. Graduate enrollment will level at 2,000 and the graduate school will expand to almost all Ph.D. programs, but the undergraduate education of students will remain as Notre Dame's primary academic focus. And the University, after a long history of paternalism, now recognizes students as individuals who deserve a voice in determining how they are to be educated and how they will live in the college community.

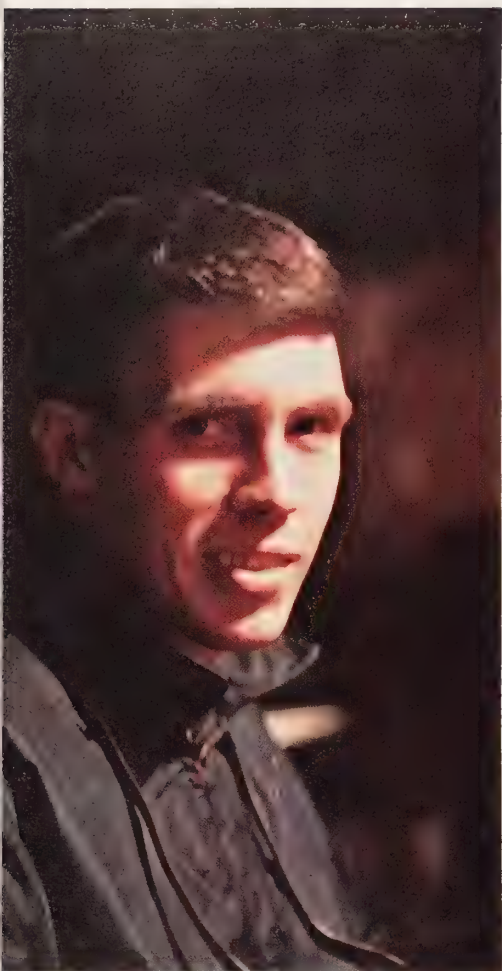
For the student body, definition is not so easy;

it has only a lackluster tradition to draw upon. Up until the last few years, the administration has ruled *in loco parentis*, allowing students little freedom in determining their lives at the university and even less freedom in running them. But this has changed with the administration's recognition of their basic rights. The students now realize that they can be a determining force in the governance of the university and fully intend to take advantage of this power. Already "student power" and "student self-government" have become the watchwords of next year's student government. Undoubtedly, the student will have a much stronger voice in university affairs in the immediate future.

But the student body lacks one thing: a definite idea of how they must shape this power and in what direction they can most profitably channel it. This lack of direction is not entirely their fault; never before have they had such power at Notre Dame. The university's development and progress through the years has been due to the administration's initiative, not to the students' prodding. But if students are to grasp the opportunity which now exists, they must formulate a workable plan.

The future of the university, then, rests in the students. The administration has chosen and clearly defined its path. It is a safe path but possibly a not very exciting one. The students on the other hand must still choose theirs, and only two exist: they can work with the administration to develop Notre Dame into Father Hesburgh's great Catholic university or they can selfishly oppose the administration in display of their own power and possibly undo the progress of 125 years. In either event, it seems that the time has come to decide.





Keith Harkins

The development
of the student
body will shape
the future of
Notre Dame.



Jerry Murphy



Jerry Murphy



Jerry Murphy

The University's
climate and its
relation to its
students has evolved
over its 125 year
lifespan.







Jerry Murphy

ACADEMICS:

Development outside the classroom.

Two of the most important developments in academics at Notre Dame in 1968 occurred outside the classroom. The birth of both the Free University and the Faculty Senate can lead to remarkable advances in the university's academic life, giving greater responsibility to the two most important components of the educational process, the student and the teacher.

Started during the first semester, the Free University was successful enough to merit an increase in courses offered from six to sixteen, tripling enrollment to 525 students. "Cooking and Bartending" proved to be so popular that the waiting list far outnumbered the participants.

Four of the courses offered in the first semester were continued in the second semester, including Mr. Peter Michelson's media course, which centered on discussions of the current movements within the underground cinema and news media, and a course in mysticism conducted by Professor Ken Lux of the Indiana University Extension department of psychology. The Marxism course offered jointly by Professors Bogle and Soens was a continuation of the contemporary revolutionary theory course offered during the first semester. At meetings held in Professor Bogle's home, the discussions centered on the classic Marxist doctrine and its relevance and use by modern revolutionaries.

A seminar in recent American radicalism was one of the courses that debuted during the second semester. Under the direction of Lenny Joyce, the discussions followed whatever direction the members chose, with the concepts underlying such movements and leaders as Black Power, the New Left, Malcolm X, C. Wright Mills, and Che Guevara as a basis. Other new courses involved the stock market, an introduction to the market's operation offered by a representative of Bache and Co., and contemporary education, an examination of the trends of modern education with an emphasis on the university level, offered by Professor Hassenger.

The courses of the Free University were offered without either grades or credit. This fresh approach to education creates a more intimate participation by the individual in his education, placing the responsibility for adequate preparation and participation squarely with the student. The best description of the Free University can be found in its catalog for the spring semester. "The Free University exists to create an atmosphere in which students, by setting up their own courses outside the curriculum, may learn to accept responsibility for gaining the knowledge relevant to their personal



roles in contemporary society, and to develop individual sets of values with which to assess their growth as human beings."

The Free University can open new areas for study which have been avoided by university curriculum. By retaining the small and informal seminar format used thus far, the Free University can be an excellent complement to the regular curriculum.

Rivalling the creation of the Free University in importance to the academic community of the university in 1968 was the birth of the Faculty Senate. The Senate is divided into three standing committees, Faculty Affairs, the Administration of the University, and Student Affairs, with each Senate member being assigned to one of these committees by the Chairman of the Senate, Professor Edward J. Murphy of the Law School. The Executive Committee, composed of the chairman, vice-chairman, secretary, and treasurer of the Senate and the chairmen of the three standing committees, is responsible for the administration of its activities.

Designed primarily as a means of expressing faculty opinion on the important academic matters of the university, the function of the Faculty Senate is primarily evaluation and recommendation.

At the first meeting Father Hesburgh outlined some of the areas that might be examined by the Senate. These included such areas as faculty-student relations, the grading system, the academic calendar, the freshman year program, the foreign study programs, and the co-ex program. Professor Murphy emphasized that, "the Faculty Senate is fully autonomous from the administration, and we are free to consider those areas that we feel are most important." The administration does hope that they will not become bogged down in money matters.

Two areas are already under Senate consideration. The first of these is the academic calendar, with the feasibility of adapting a trimester calendar being examined. The other is the cut system, long under fire from both students and faculty.

"In the past the students have acted without any unity or planning whenever they approached the administration with a proposal," observed Professor Murphy. "The recent General Assembly of Students is a vast improvement, and it will cause the administration to stop and listen to what the students have to say. The Senate has acted similarly for the faculty."

With a year of work behind it, the Faculty Senate will get stronger and more efficient. Already many of the areas suggested have been closely examined, the co-ex program and the grading system in particular. "Added to the greater student responsibility," concluded Professor Murphy, "the Faculty Senate can lead to academic excellence." To reinforce his prophecy one need only have attended the Senate's third meeting—it was picketed by Lenny Joyce. That indicates a vast potential for the Senate.

The General Assembly of Students caused the Administration to stop and listen to the students; the Senate has acted similarly for the faculty.



Rev. Theodore M. Hesburgh, President of the University, gave what he considers "the most important speech of my life" on December 8 at the formal observation of the 125th anniversary of Notre Dame. In that speech, Fr. Hesburgh described his vision of the great Catholic University. The speech unified the many aspects of development at Notre Dame both in the 125 years of its existence, and in the 16 years of Fr. Hesburgh's presidency.

"There has not been in recent centuries," Hesburgh begins, "a truly great Catholic university." He goes on to parallel the period of the Middle Ages universities and conditions today, noting the changes in the world and the university itself. Hes-

ADMINISTRATION:

"A great Catholic university must begin by being a great university that is also Catholic."

burgh's rationale for the existence of the Church at the university is based upon his argument that the university "is not the Church teaching, but a place—the only place—in which Catholics and others on the highest level of intellectual inquiry, seek out the relevance of the Christian message to all of the problems and opportunities that face modern man and his complex world."

"A great Catholic university must begin by being a great university that is also Catholic," Hesburgh continues, "where all the relevant questions are asked and where answers are elaborated in an atmosphere of freedom . . . where both faculty and students together are seized by a deep compassion for the anguishes of mankind in our day." He views the role of theology and philosophy as central, both as themselves and as an aid in movement from the limitations of specialization to a "field of vision in the total landscape of God and man and the universe."

Fr. Hesburgh sees that the Notre Dame of the

future must be "all that a university requires and something more" in the years ahead. It must be, he notes, based on a kind of faith, both as that which "sets the mind of man soaring beyond intelligence" and that which is "expression of belief that will be relevant to the uneasy mind of modern man." Fr. Hesburgh ends his speech with a realization that in the achievement of the great Catholic university, "we must be ourselves at Notre Dame, and, hopefully, being ourselves will mean that we may add something to the total strength of the great endeavor of the higher learning in our total world."

But 1968 marks more than the formal end of 125 years of growth for Notre Dame. It marks the beginning of the end of the long physical development of the University under Fr. Hesburgh. The completion of SUMMA, the \$52 million development program, will mark the end of the physical needs of the university for a projected ten years. The realization of the physical greatness of Notre Dame is a very real dream underlying Fr. Hesburgh's dream of the great Catholic university. He has been a builder, expanding the physical plant of the university by nearly \$65 million since he became president in 1952. Currently, he would like to see the completion of the four new high-rise dormitories, a new engineering building, and the remaining three-fourths of the Life Sciences Center. But most of these projects have been paid by SUMMA. Fr. Hesburgh is looking beyond buildings.

He points to an important new statistic that reveals much about the new emphasis: next year, 51 percent of all students will be on scholarship assistance of many kinds, averaging \$1000. He wants current enrollment to stabilize at 6000, and notes an important jump in the quality of applicants, signifying the "topping off" of each class with 1500 students of high quality. The graduate school will reach a total of 1500 students in a few years when all students will be in doctoral programs.

Fr. Hesburgh's vision of the Notre Dame of the future is a very residential one. "Notre Dame is the only residential Catholic university of any stature in the country," he feels. "The advantages involved—

accessibility to teachers, lectures, the library, and the cohesion of the student body—far outweigh any disadvantages.” Those disadvantages—notably, the lack of any new residence facilities in the last 11 years—are significant, Fr. Hesburgh admits, but unavoidable due to a lack of benefactors and funds to build new dormitories.

He is pessimistic about any major change in the few remaining rules of conduct at the University. He is quite morally concerned about the “girls in student rooms” question, and says that “most of the college presidents I have talked to are sorry they ever let parietal hours begin in the first place. The only way to avoid the problem is to never let it get started.” Fr. Hesburgh regards the drinking rule as complicated by Indiana state law, and the prohibition of cars for on-campus students as the result of a very acute parking problem. As far as the “right to self government” passed by the Student Assembly early in February, he remarks that “students probably have more freedom just as students than they will at any other time in their lives.” Fr. Hesburgh is strongly in support of student involvement in service programs, and would like to see some way each person could give up a year of his life in a Peace Corps-like program without fear of being drafted. More realistically, Fr. Hesburgh is willing to allow University credit for social work projects done outside the University.

Rev. Theodore Hesburgh, C.S.C., spent the year as a typical university president: as a fund raiser, throughout the country for SUMMA; as committee member, in countless trips to Washington for the International Atomic Energy Agency, the Carnegie Study of Higher Education, the Rockefeller Foundation; and as organizer of the Jerusalem Ecumenical Institute for Pope Paul. As President of Notre Dame, he this year made his influence seem somehow larger: in countless hours with students, both at public lectures and in private discussion, he made his feelings “on the issues” quite well known. If Fr. Hesburgh has a dream of Notre Dame as the first great Catholic university, he is working very hard to make that dream a reality.



Rev. Theodore M. Hesburgh, C.S.C., President of the University.

Student leaders must represent in a mature, responsible manner; they must be intellectual leaders, not those interested in politics for the sake of politics.



Above, Father Charles I. McCarragher, C.S.C., Vice-President for Student Affairs, is involved directly or indirectly with almost every facet of student activities. As Executive Vice-President of the University, Father Edmund P. Joyce, C.S.C., *opposite, above*, has found it necessary to share his campus responsibilities with a demanding schedule on the SUMMA program. *Opposite, below*, Rev. Daniel J. O'Neil, C.S.C., Assistant Vice-President for Student Affairs and rector of Walsh Hall is also responsible for the enrollment and success of Notre Dame's foreign students.

As Vice-President for Student Affairs, *Charles I. McCarragher, C.S.C.*, is the students' favorite target for any and all complaints about the university. If the ASP loses, McCarragher defeated it. And if the Scholastic skips an issue, McCarragher censored it. None of this bothers him especially: students need a whipping boy. However, "it does get rather tiring."

To attempt to list and define all of Fr. McCarragher's activities would be futile; they encompass almost all phases of student life at the university. He oversees the religious life of the students and related departments, facilities for student activities, student organizations, and extra-curricular organizations. All of this leaves Fr. McCarragher with little free time and a lot of headaches. However, he probably meets and knows more students than any other administrator in the university.

One of the chief aims of Fr. McCarragher's office is communications between the administration and the student body. The main channel for this communication is Student Government. Fr. McCarragher is not officially related to Student Government but is nevertheless intimately connected with it. "I'd say that probably 50 percent of my day is devoted to working with Student Government." Father believes that this year's Student Government has been much more efficient and accomplished more than those of previous years, principally because of the Student Union. "Lack of continuity has always hindered Student Government. The establishment of the Student Union has partially solved this problem. It has also allowed Student Government to branch out and reach a far greater number of students than ever before."

During most of the year, Fr. McCarragher has had to work with a new factor among the student body—the student power advocates. While workable proposals were few in coming, Fr. McCarragher emphasized that the university is willing to let students govern in areas where they are qualified and responsible: hall life and social life, for example. However, when students "attempt to take over jurisdiction in areas where they are simply unqualified to work—determining faculty salaries or course content—the administration and the students must clash." But Fr. McCarragher does say that the students should always feel free to offer advice and opinion; it is in co-operation with the students that the University can best serve the student body.



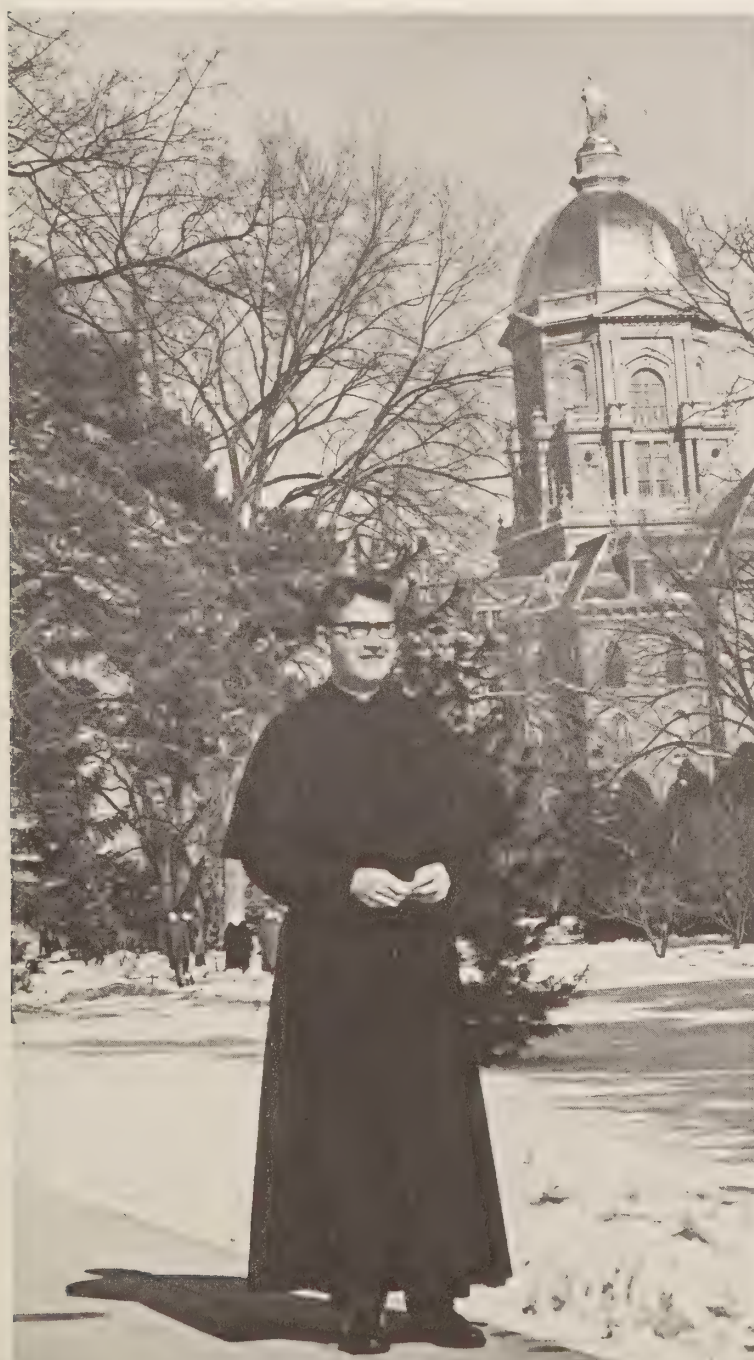
SUMMA has created a myriad of additional duties for the office of *Rev. Edmund P. Joyce, C.S.C.*, Executive Vice President. As treasurer of the university, Father Joyce is concerned with the financial strength of Notre Dame, which is the goal of SUMMA's thrust. Besides his involvement in financial affairs, Father Joyce, a C.P.A., is acting president during Father Hesburgh's absences.

SUMMA will be the last capital gift campaign for the next decade. Almost three-fourths of the 52 million dollar goal has been pledged. SUMMA is distinguished from ordinary money-raising efforts: its momentum and effects are more far-ranging, using alumni participation and support. Most of the funds are for specified areas, as the University designates. Twenty million dollars will be allocated for endowed professorships. Lesser sums will help fund construction of the new tower dorms, the Life Sciences Center, the engineering building and the Institute for Higher Religious Studies. Father Joyce has been instrumental in the organization of the SUMMA program.

Traveling and alumni meetings for SUMMA have created a demanding schedule for Father Joyce this year. He notes that alumni are actively concerned with present students and student opinion. "Alumni awareness of all facets of the university is widespread," he stated. "Together with their interest in academic growth they are concerned with the maintenance of spiritual values on campus. They cherish Notre Dame for the strengthening of their own faith." The spirit and traditions of Notre Dame which are valued by alumni account for their interest in the present students.

On the subject of student government, Father Joyce sees its growth through responsible hands. "Its leaders must represent the student body in a mature and responsible manner. It must have intellectual leaders, not those interested in politics for the sake of politics."

A man who sees Notre Dame in larger spans of time than a year, Father Joyce is looking ahead to a remarkable, constantly improving future. Although there has been an increase in the government defense budget, Notre Dame has not yet been affected with a decrease in government grants. Despite the decrease in National Defense Loan programs, the University received a three-million dollar loan for the proposed tower dormitories.





Association with any women's college should allow students a free choice of courses, make use of a common faculty, but keep administrations separate.



Dr. George N. Shuster devotes most of his time to his duties as Director of the Center for the Study of Man in Contemporary Society and as member of the Board of Trustees of the University. Dr. Shuster is also Assistant to the President and confides that "Father Hesburgh and I still speak to each other."

"The structure of the Center for the Study of Man is interdisciplinary," Dr. Shuster says. "It was not designed to be completely divorced from the university; rather it is meant to be a rallying point for faculty research." The Center assists in formulating projects and marketing them; the principal areas of advice concern research opportunities and grants-in-aid. The only University financing provided is the salaries of the director and his secretary; otherwise, all financing comes from grants by the federal government, foundations, and other private sources.

Fourteen books and numerous articles and reports have come from the research done by the Center since its founding in 1960. Usually faculty members initiate their own programs, but occasionally requests for research come from outside the university. Recently the Priests' Association of Chicago asked the Center to conduct a survey of parishes and schools in the inner city. The Center occasionally provides funds for specific projects; for example, it bought a Tudor sabre for Dr. A. L. Soens, a member of the English department and an authority on fencing in Shakespeare's plays.

Dr. Shuster, a 1915 graduate of Notre Dame, was formerly president of Hunter College in New York, a college once having ten thousand matriculating women students. Consequently, he has been deeply involved in the current courtship between Notre Dame and Saint Mary's. Dr. Shuster feels that "the two schools should use Columbia and Barnard as their model for association: allow students free choice of courses at either school, locate the research library and the main part of the undergraduate collection at Notre Dame, use a common faculty, but keep the two administrations separate." The only objection to implementing this plan immediately is the current inequality of the faculties. However, Dr. Shuster feels that if Notre Dame can channel enough competent women graduate students into the St. Mary's faculty, this problem will easily be solved. "As a realistic projection, I would say that in twelve years we can have faculty parity."

Dr. Shuster foresees that within the next 20 years, Notre Dame will be ringed by women's colleges. A separate college for girls, while offering some vocational training not available at most men's colleges, is becoming more difficult to keep alive. Most women's colleges do not have the money or facilities to attract top-notch students or faculty members. An easy solution to their problem is relocating near a major university and borrowing from it. In Notre Dame's case, these colleges' major contribution would be in changing the present social atmosphere which Dr. Shuster describes as "most undesirable."



Opposite, above, Dr. George N. Shuster, Assistant to the President and Director of the Center for the Study of Man in Contemporary Society. Dr. Shuster, who has been one of the prime forces behind the association of Notre Dame and St. Mary's, feels that within the next twenty years, several women's colleges may move near Notre Dame. Below, Dr. Thomas E. Stewart, Associate Vice-President for Academic Affairs. Above, James W. Frick, Vice-President for Public Relations and Development, has headed the SUMMA drive which this year received over 35 million dollars in pledges.

Dr. Frederick D. Rossini, who from 1960 was dean of the College of Science, last September took office as Notre Dame's first Vice President for Research and Sponsored Programs. In his new office, Dr. Rossini is concerned with the long range planning and development of research programs within the university and with assisting faculty and staff members in obtaining backing for individual projects.

Dr. Rossini says that most research programs at the University are financed by grants rather than by outright contracts. Of the 183 research grants currently in force here, 64 per cent are government sponsored while 36 per cent come from private sources. 81 per cent of the research grants are in science and engineering and only 19 per cent are in the humanities and the social sciences. "While the figure for the percentage of humanities projects is not very encouraging in itself," says Dr. Rossini, "it nevertheless is very significant when compared to the situation of two years ago." At that time there was no government support for the humanities. Now funds are available from the recently chartered National Foundation for the Arts and Humanities, and the National Science Foundation, the most important source of technical grants, is also channeling part of its resources into quantitative research in the social sciences. In addition, there are two bills in Congress which would greatly increase the amount of money available for research in the social sciences.

Dr. Rossini acknowledges that there has been a "tightening of the belt" in the total amount of money available from the government. He does not attribute this to any single cause, but does say that next year's outlook should be somewhat better. Where the cutback has hurt Notre Dame is in the small projects proposed by individual faculty members. "Previously we had little trouble obtaining grants for these small projects. Now it is much more difficult to obtain government money for them."

Dr. Rossini says that "the chief function of Notre Dame is the education of undergraduates. The graduate research is necessary for the faculty to keep up-to-date in their disciplines. Therefore, all research done at the university should have some relation to graduate and undergraduate education. For this reason, no one on campus should engage in classified research except in times of national emergency—that is, programs where there are no publications and which are accessible only to privileged individuals." Dr. Rossini also thinks that Notre Dame students are becoming increasingly interested in research. He points to the percentage of students going to graduate school as one proof of this. Also, undergraduates in several departments in science and engineering have been for some years engaging in research—most of them for academic credit. Some are working under a grant received from the National Science Foundation while others are assisting faculty members in their privately funded programs.

Even with his new job and increased responsibilities, Dr. Rossini continues his scientific work. "Actually, I haven't been very active in the laboratory since I left Carnegie Tech in 1960. When I was appointed head of the chemistry department there in 1950, I moved six vans full of laboratory equipment and six associates from the National Bureau of Standards in Washington to Pittsburgh. When I came to Notre Dame, I simply couldn't face moving the entire laboratory again. So since then I've confined myself to writing and have published 25 articles in the last seven years." Dr. Rossini is also active in national and international societies; at present he is chairman of the Office of Data for Science and Technology for the National Research Council and president until 1971 of the World Petroleum Congresses.



The 35 academic departments of the University are under the coordination of *Rev. John E. Walsh, C.S.C.*, Vice President for Academic Affairs. In his third year in office, Fr. Walsh has been involved with the planning and development of new programs and committees for academic affairs. Several of these programs are now seeking funds through the current SUMMA development drive.

One of the most important committees is the Academic Council, of which Fr. Hesburgh is chairman and with which Fr. Walsh works closely. The council will decide, for example, exactly how and to whom the 40 new endowed chairs will be distributed. Since \$20 million of the \$52 million of SUMMA had

been allotted for these permanently endowed chairs, Fr. Walsh considers this to represent an exciting advance at the University. While the endowed chairs are not intended primarily as a way of bringing in professors from outside, they will not, on the other hand, be limited to current faculty. The distribution, Father says, "will depend on the present faculty and the needs of each college."

The Academic Council has also been giving consideration to a separate school of Theology at Notre Dame. This school would then be made up of several component elements including the Ecumenical Institute in Jerusalem and possibly the C.S.C. theologate presently at Washington, D.C. The theologate, which might be enlarged to offer education for the priesthood to various other orders and to dioceses, would place special emphasis on liturgy and perhaps pastoral theology, but in a total university setting. Father is most concerned that such a school would not become separate from the University, and that it both thrive on and add to the "theological awareness" at Notre Dame. "The theologians would have to keep in touch with the historians, psychologists, sociologists, and other scholars of the University society."

Father Walsh is encouraged by the attitude of the Faculty Senate. "Many of the advances in educational policy and curriculum reform should originate here," he notes. Though the relationship between his office and the senate is "cordial" he emphasizes that the senate was intended to be a non-administrative group: "Except for their first meeting at which Fr. Hesburgh spoke, no member of the administration has appeared before the group." Father sees the senate as functioning best in making recommendations to the Academic Council.

Father Walsh has been especially interested in the Sophomore Year Abroad Program. Last fall, he visited Sophia University in Tokyo, Japan, where 11 students have started the latest branch of the program which includes Innsbruck and Angers. He notes the "gradual elimination" of difficulties in setting up the cultural interchange programs even in so different a culture as Japan's.

One new study which would necessarily involve the faculty is a calendar reform plan in which the calendar for each student would be determined by the courses he was taking instead of the arbitrary semester now set for the entire university. "Thus, a semester of elementary calculus would not necessarily be equivalent in time to a semester of English literature. The semester would be tailored to the requirements of their course rather than the other way around."

Father Walsh sees no new departments in the immediate future; new programs would come under existing departments. This "moratorium" on the number of departments involves "an emphasis on developing the depth and quality of each department."

All research done at the University should have some relation to graduate and undergraduate education.



Opposite, Dr. Frederick D. Rossini, Notre Dame's first Vice President for Research and Sponsored Programs, was formerly dean of the College of Science, head of the department of chemistry at Carnegie Institute, and associated with the National Bureau of Standards. He is a renown thermodynamicist and petroleum chemist. Above, Rev. John E. Walsh, Vice President for Academic Affairs, taught a section of Collegiate Seminar this year in addition to performing his regular administrative duties.

For the administration, it has been a busy year as responsibility for the SUMMA program was added to the day-to-day activities.





Far left, Leo M. Corbaci, Assistant Vice President for Academic Affairs and University Registrar; left, Rev. Jerome J. Wilson, C.S.C., Vice President for Business Affairs; above, James D. Cooney, Secretary of the Alumni Association; right, Rev. Paul G. Wendel, C.S.C., Assistant Vice President for Business Affairs.



The abolition of most rules have reduced the responsibility of the Dean of Students Office from regulation for restriction to regulation simply for order.



Above, Brother Raphael Wilson, Director of Admissions, was formerly a member of the department of microbiology. Opposite, Above, Father James Fey, Dean of Students, feels that it is the students' responsibility to initiate changes in hall life. Below, Father Joseph Fey, University Chaplain, has for the past four years, been superior at St. Joseph Hall.

One of the problems the University's Admissions Office frequently encounters is the "second choice" image. High school counselors advise many of their top students to apply first to schools like Princeton, M.I.T., or Berkeley for engineering or the sciences. It is the task of *Brother Raphael Wilson, C.S.C.*, Director of Admissions, to see that these students find out that Notre Dame is more than a good liberal arts college.

The university's admissions standards continue to grow higher. From 5,000 applications, Notre Dame selects approximately 1,500. There is a notable difference between this year's seniors and freshmen: ten per cent of the freshmen were first or second in their high school classes; the average college board scores were 1200; more freshmen received advance placement credit than any other previous year.

"Our job is to let the students know what Notre Dame is all about," Brother Wilson commented. About fifty per cent of this year's freshmen came for interviews which he says, "are not screening sessions, but a chance to let the boy see Notre Dame first-hand. It is up to the student who qualifies to pick us." The university abandoned the policy of alumni interviewing in favor of these campus visits.

Brother Wilson has discontinued the early decision program. "It was self-defeating; only top students were eligible for both early decision and scholarships. We could accept a boy under the early decision program, in October, for example, but couldn't tell him whether or not he would receive a scholarship until March or April."

Brother Wilson's job is public relations: Notre Dame must be projected to interested high school students and their advisors. The Admissions Office wants to portray the university as it really is and let the student decide if he wants to come. Notre Dame still bears the all-American boy image. More than that, however, it must further its image as the first-rate university it is, and "let students of highest caliber and ability know that their fields are at Notre Dame."

As Dean of Students this year, *Rev. James L. Riehle, C.S.C.*, has been faced with the administration of the few remaining rules and handling the disciplinary cases in conjunction with the Hall Judicial Boards. The most important development in the administration of discipline, Father Riehle believes, is the new committee of three rectors, three administrators, three faculty members, and five student leaders which meet every two weeks to discuss anything under student affairs. Most discussion this year has revolved around the remaining rules.

Father Riehle played an important role in granting permission for all second semester seniors to have cars. He emphasizes, however, the "trial" aspect of this rule change. Father Riehle doubts whether there will be any extension of the permission until more paved parking areas are created. Despite the fact that only about 125 seniors have

registered cars, the combination of organizational cars and more than 1100 off-campus student cars has made a real parking problem for the existing space. The fine for illegal parking was raised after the first semester to \$10.00, and anyone who tries to get a space after 10 A.M. on weekdays usually must park somewhere in Green Field.

Father Riehle sees no change on the University rule about drinking in the halls. Despite the fact that he is aware of some violations of the rule, an official change would be in conflict with the Indiana state law prohibiting possession of alcoholic beverages by minors. Father Riehle emphasizes the fact that neither he, nor the security police, nor the rectors, are "out to catch" violators. Nonetheless, his office deals with open violations of the rules.

Father Riehle was rector of Sorin Hall last year and finds that as Dean of Students, he has less contact with students than he did as rector. His job this year has been difficult, multiplied by the easing of the automobile restrictions and the tightening of the campus-wide ban on parietal hours. Father Riehle would like to see more lounges in the halls and better entertainment facilities on campus, but he feels this is the students' responsibility. The rules, he believes, have reduced the responsibility of the Dean of Students Office from regulation for restriction to regulation simply for order. It is now up to the students to build upon this order instead of struggling for illusory "Student Power," he believes.

In his first year as University Chaplain, *Father Joseph H. Fey, C.S.C.*, initiated a campaign to establish closer contacts between the students and his office. Throughout the year, Father Fey and his three assistant chaplains visited each room on campus, and according to him, this program was a great success. "The students seemed to enjoy our visits as much as we did meeting them. They were usually quite willing to discuss their ideas. I think we both learned a lot."

During the year, Father has noted a number of changes in student attitudes toward religion. "They now emphasize living their religion. Students are willing to act on their beliefs." He rejects those arguments which suggest that the students are dissatisfied with their religious experiences on campus. He feels that halls where a creative liturgy appears to be lacking are exceptions to the rule. "For every such hall, there is a Dillon or a Morrissey where students can participate meaningfully in their own liturgy." Father believes that religion remains a vital force throughout the campus. "Some students do look for substitutes, such as the new philosophies, but these boys remain a minority. The vast majority of them are satisfied with their religion." He believes that the "increasing permissiveness of society and even the Church during the past few years will eventually affect our youth which may result in their reaction against this spirit."



ARTS AND LETTERS: DEAN

The college is a group of individualistic students and professors.



Right, Father Charles E. Sheedy, dean of the College of Arts and Letters, is in favor of a pass-fail system in some courses, but only if students are previously given the option of receiving a regular grade. *Above*, the University has over 1,000 pieces in its permanent art collection, but the small gallery space in O'Shaughnessy Hall limits their display.

"The university is like a large city," says Dean Charles E. Sheedy. "The areas of opportunity are vast and almost unlimited. Yet so are the chances for conflict, especially since Arts and Letters is a commingling of individualistic people, both faculty and students. Some of these get the breaks, and some get rooked."

The dean has little choice in picking his students, but every year he must oversee the hiring of new professors who will combine intellectual competence and teaching ability. "It is rather easy," says Father Sheedy, "to make a mistake and to hire a person whose individualistic traits tend to hinder the educational commingling in Arts and Letters." Each department has contacts in graduate schools throughout the country. "One disadvantage in hiring arts and letters faculty members with no previous teaching experience is that their credentials are based solely on the knowledge of their performance as graduate students. We usually know little about their teaching ability."

At Notre Dame, with the general English, theology, and philosophy requirements in all four colleges, the problem of the service course, which is taught by a particular department to all students, is magnified. Father Sheedy believes that a concentrated effort should be made to eliminate mediocrity at both the faculty and student ends of these courses. The basic problem is the sheer numbers of students who must take a course. "If the faculty is good and the offerings are diverse enough to allow the students sufficient options in course selection," says Father Sheedy, "We can easily overcome antipathy toward the service course."

In higher level courses, there is no large-scale honors program. The Collegiate Scholars, who spend senior year in a specific area of directed research or creative writing, and the students under the Committee on Academic Progress, number only a little more than five percent of all arts and letters undergraduates. But Father Sheedy sees no need for expansion, and feels that an "honors" program should be no more than a freedom in course selection. The college offers three foreign study programs that complement the arts and letters curriculum, at Innsbruck, Angers, and Tokyo. The college is contemplating adding a fourth, Taiwan, and sends two juniors each year around the world in the Princeton-sponsored International Honors Program.

In comparing colleges across the country, Father Sheedy finds the fellowships won by the students a good standard. "In Danforth grants," says Father Sheedy, "we are the best in the nation, with the possible exception of Harvard, and do as well as anyone else in the competition for Wilson and Fulbright scholars."





The College of Arts and Letters, while not adding new departments, is expanding its interdisciplinary studies. Two of the programs are in government and theology.

The College of Arts and Letters has seen a trend, of late, towards greater inter-disciplinary cooperation. A good example of this trend is the Area Studies Program, coordinated by the department of government and international studies. The purpose of these programs is the integration of courses in language, literature, politics, philosophy, economics, and sociology for a particular cultural or geographic area. The past year saw the addition of a fourth of these programs, a sequence in African studies, to the already existing sequences in Soviet and Eastern European studies, Western European studies, and Latin American studies. The popularity of these programs has precipitated the possible addition of a fifth sequence, Asian studies, in the fall of 1968. The student who is involved in such a program need not be a government major. He can major in any related area. He must, however, in his Senior Essay relate his area studies to his own major discipline.

The department of theology has been involved in inter-disciplinary studies of a different sort. A co-operative program with the University of Chicago, started this past year with the establishment of a common library for the two schools, will soon lead to an actual exchange of classes. Father Albert Schlitzer, chairman of the department, believes that students from Chicago will probably come here for liturgy courses, since Notre Dame is a specialist in this area. Such cooperation could lead to an extensive exchange program between Notre Dame and the University of Chicago.

Regarding its own development, the theology department has attempted to achieve modernity and to answer many of the student's questions concerning the relevance of religion to the modern world, without being either a catechism class or a simple solution to the faith question. The addition of courses in Hebrew literature and the religion of Islam represent attempts at broadening the scope of the department, however, at present these courses exist as electives reserved primarily for Dean's List students. The university requirement of four semesters of theology was challenged by a proposal of the recent Student General Assembly, which petitioned the university to lower this to a two semester requirement. It appears that the theology program needs some reevaluation in light of this proposal, but merely lowering the theology requirement will not solve the problem. It will require a greater amount of freedom for students in regard to course selection.





Opposite, above, A. Robert Caponigri, professor of philosophy, after a class in his "Contemporary Catholic Thought" course. Above, a language lab in O'Shaughnessey. The college requires ten credits of a modern language in the sophomore year.



Above, and right, art studios and practice rooms are an important part of the fine arts section of O'Shaughnessy Hall, the liberal arts building built in 1953. It also has offices for all the departments of the College of Arts and Letters, including, opposite, right, the department of modern languages and classics. Opposite, above, William M. Burke, dean of the freshman year program.





"It is the normal, the longest enduring, the traditional education; and it remains the right and proper, indeed the truly useful, education of a person and a citizen."

—University Bulletin





The freshman Humanities offers an inter-disciplinary program replacing English, philosophy, and theology.

greater amount of freedom for students in regard to course selection.

The best example of inter-disciplinary cooperation during 1968 occurred in the freshman year program of the College of Arts and Letters, the combination of English, philosophy, and theology courses into a single humanities course. However, such a course also points to a glaring weakness that has plagued the College of Arts and Letters in the past, the lack of a readily accessible honors program. The two existing honors programs are too limited.

180 students were able to participate in the Humanities course. Professor Lorch, a faculty member in the program, believes that this number will be increased next year. The course entailed a great deal of reading and writing by the students, with the major works being discussed in seminars. Some of the required works included readings from Plato, Socrates, Aristotle, the *Bible*, the *Epic of Gilgamesh*, Wordsworth, and Shakespeare.

Such a program can alleviate some of the unnecessary but heretofore required courses from the programs of qualified freshmen, enabling them to take advanced courses more commensurate with their abilities. In the future it is possible that similar courses may be instituted between other disciplines and beyond the freshman year, in an effort to establish an honors program that would be accessible to more students. Dean Burke of the freshman year foresees "the establishment of an honors program in both history and English next year for talented freshmen. It has been lacking in the program here for too long. Hopefully it will be extended throughout all four years of the college."



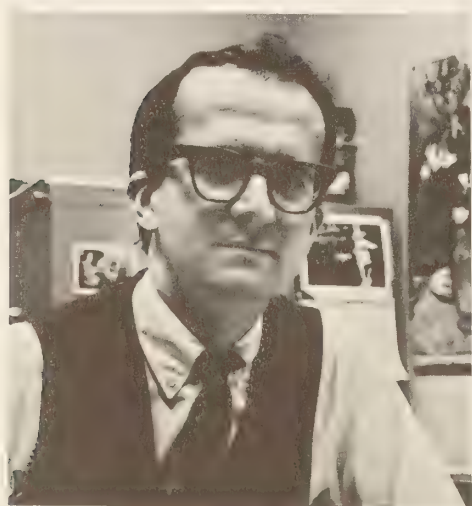


Opposite, above, Fr. John Dunne lecturing to his philosophy of religion course. The course, better known as "Father Dunne," has become the most popular of all theology courses offered on campus. Below, Mr. Frank O'Malley's modern Catholic writers courses. Above, Sr. Suzanne Kelly lecturing to her General Program history of science course.

"There was one interested student, and I was on the faculty, so we called it the Student-Faculty Film Society." Thus, the Notre Dame Film Society came into existence under Dr. Donald P. Costello, Associate Professor of English. Acclaimed recently by The New York Times as one of the "great college film societies," it is responsible for the highly successful Cinema '68 series, academic films, and the Oriental and French festivals. Dr. Costello, a former motion picture critic for Today Magazine, has been interested in films since college. Under his influence, Notre Dame is producing many outstanding student films, which he explained are "non-academic, but not trivial."

"The greatest thing about Notre Dame is the students," says Dr. Costello, who has a great rapport with his students in modern American and British fiction and American drama courses. He attributes this closeness to the liberalization which has taken place on campus in the last six years. "The atmosphere in the classroom now stimulates free inquiry and has given dignity to the students." Class discussion has become more vital and exciting he believes. Students speak out more freely. As first lay advisor to the Scholastic five years ago, Dr. Costello was at the beginning of the movement toward excellence and freedom in student publications. "If a student publication is subject to censorship and advice, it's not a student journal." The change in publications and student government had a necessary impact at Notre Dame. "We need a serious environment for the serious people who have done such things as the I.P.P. productions, the Faulkner Seminars, and Arts Festival."

Off-campus, Dr. Costello has a frequent spot on WNDU news, giving critiques of local cultural events, concerts, and art shows. During the summers, he participates in programs at various universities teaching writing and the "art of teaching writing" to high school and college teachers. He has published several articles on modern American literature and *The Serpent's Eye*, a book on the cinema of George Bernard Shaw.



A former bronc buster and Fulbright scholar is a member of the Notre Dame English faculty. Except for the boots that have become a trademark to his students, Dr. Adolph L. Soens has for the most part given up his cowboyhood in his professional maturity—lack of time restricts such activity, and "you really have to keep up at that kind of thing." The scholarship continues, however; Dr. Soens currently teaches Shakespeare and researches in the Shakespearian period. He is editing an edition of Philip Sydney's *An Apology for Poetry* and working on a book on the fencing in Shakespeare's plays. A knowledge of fencing in Elizabethan times is relevant to Shakespeare, he feels, because a modern audience fails to appreciate the dramatic effect of the swordplay in the tragedies: Romeo easily kills Tybalt, who was too inexperienced to use the difficult Spanish style of fencing. Ty-



balt's murder of Mercutio, therefore, was almost accidental.

Beyond his literary pursuits, Dr. Soens' abiding interest is Marxist Communism. A bit of a Marxist himself, he finds Marxist methods of analysis useful, and hence worthwhile. He views the study of Marxism as the study of another language—it is one valid way of expressing things. Moreover, a knowledge of Marxism gives some insight into what the Russians and Red Chinese are thinking; it throws into relief the "really romantic Marxism" of the Chinese, for example. "The Chinese as theorists are mad," Dr. Soens flatly asserts.

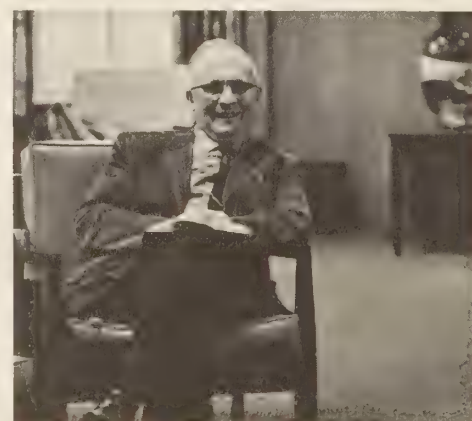
Adolph Soens is impressed with the Notre Dame student. Notre Dame's image sometimes fosters the impression that the school is more or less "J. Edgar Hoover's cultural ideal," he says, but he feels this is not really the case: classes, discussions, and papers erase this impression rather effectively.

Dr. Willis D. Nutting is a student at the University of Notre Dame. He confesses that he feels a bit strange taking a salary for learning. He sits back as moderator in a Great Books seminar and allows students to teach each other and of course himself. He teaches too, sometimes.

Notre Dame has its "Fr. Duck" who daily feeds the ducks and its "Fr. Flower" who has catalogued all organic growth on campus. Dr. Nutting is Notre Dame's "bird-and-bee man." When General Program students gather behind Lyons Hall at 5:30 in the morning twice a year, it is Dr. Nutting leading the Annual GP Ornithological Expedition. When he taught his classic GP Biology course one spring, more than half of the sessions were held out-of-doors. It is because of his firm belief in "getting acquainted with one's companion in nature" that such out of the ordinary academic routine excursions occur.

He is truly a doctor of philosophy: teaching the love of it is his vocation. From a mule he has learned a very dear lesson. When this animal is tired of working, he just will not budge a bit more. It is a respectable stubbornness which results in a necessary laziness. The laziness allows for rest and contemplation. Dr. Nutting tells the story of an old man who spent most of his time sitting on his front porch. When someone asked him what he did he replied, "Sometimes I set and think and sometimes I just set." "Just setting" is the contemplation which he suggests that students get restfully enthusiastic about.

Dr. Nutting has done a bit more than "just setting" during his twenty years here. Other than teaching history, biology, theology, Great Books seminar, organizing a chapter of the AAUP, helping found the Aquinas Bookstore in town, debating Ara Parseghian on TV over the value of athletics, teaching CCD, working for the OEO, lecturing daily at 5:00 P.M. mass at Little Flower Parish, he still claims laziness as a most treasured asset. This Rhodes Scholar, though, has no "real, serious" time for research and scholarship because he feels that as a teacher he should resemble a physician, always on 24 hour call for his students. For them, he always has time, understanding, and love.



FACULTY:

Donald P. Costello

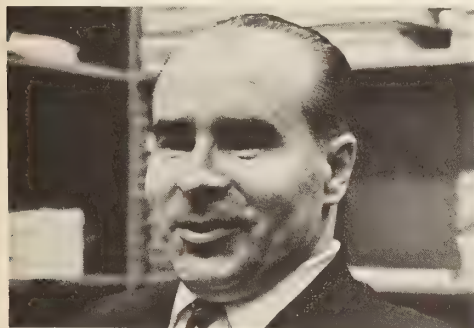
Adolph L. Soens

Willis D. Nutting

Aleksis Rubulis

Ernan McMullin

Edward A. Goerner



During the early forties the Baltic States were the victims of a tug-of-war for their control by Germany and the Soviet Union. At this time the Latvian Legion was created to protect that country's sovereignty from the Nazi and Soviet invaders. *Aleksis Rubulis* was mobilized into this force and fought against the communists when they invaded and ravaged Latvia. "In retrospect it may seem to have been a futile action," says Dr. Rubulis, "and it probably was. Yet it was a reflex action similar to placing your hands above your head when the ceiling begins to collapse. You know that you probably won't be able to hold it off indefinitely, yet you still try."

When he first came to America, Dr. Rubulis was severely handicapped by an inability to speak English, and spent several years as an industrial worker. Yet he had majored in modern languages and law at Baltic University and the University of Madrid, and with considerable persistence became fluent in English. "In comparison with most other languages English was not overly difficult, especially since it has almost no grammar—just a great many exceptions to the rule."

Before coming to Notre Dame, he was on the faculties of Barry University and Niagara. In 1965 he came to Notre Dame, where he teaches elementary Russian, and Russian and Eastern European literature courses. Says Dr. Rubulis, "there is a great lack of material for such courses, and as a consequence not many American universities offer them."

In his leisure moments Dr. Rubulis enjoys writing. "I am fairly well-known in my native Latvia, but as yet I haven't been able to make too much of an indentation upon the American market." He has recently completed a novel, *Cause and Effect*, and is now searching for a publisher.

Curly black hair and pleasant Irish speech belie the rigorous intellectual background of the head of the Notre Dame department of philosophy. *Father Ernan McMullin* graduated with degrees in physics and theology from Maynooth College, pursued courses in theoretical physics at the Dublin Institute of Advanced Studies, and received a Ph.D. in philosophy from Louvain's Institute Superior de Philosophie before joining the Notre Dame faculty in 1954.

While maintaining that he is unprepared to make an emphatic stand on the twelve-credit philosophy requirement, Father McMullin nevertheless makes certain definite points on the general value of philosophical study at the undergraduate level. He sees it important primarily as a useful intellectual discipline, especially in a religious context, as obtained at Notre Dame. "The department is not interested particularly in pressing a particular point of view," he asserts—and points out that Thomism, for example, is only one among the many philosophical positions represented by members of the department. What is most important, then, is that students closely examine their own positions at one point in their lives at least. Philosophy forces people to evaluate the underlying assumptions of their everyday thinking; it is a discipline in analytic thinking that bears significantly on one's intellectual, spiritual, and moral outlook.

The professor-chairman's particular interests lie in the philosophy and history of science. His concern is to emphasize the importance of the study of the philosophy of science (which is concerned with the methodology and implications of scientific theory) in the historical context in which theory arises.

"Science is a historical entity; it takes place in time—it has a beginning, a middle, and an end." Recently published is a work Father McMullin edited, partially translated, and partially composed: *Galileo, Man of Science*, which traces the development in Galileo's thinking.



In his double-breasted khaki raincoat *Edward A. Goerner* bears some resemblance to a small boy playing British undercover agent. But the Navy veteran who attended Notre Dame as an undergraduate and who received his doctorate in government from the University of Chicago is a serious, uncommonly articulate man of complexity and intelligence. Dr. Goerner taught two years at Yale before returning in 1960 to Notre Dame, where he felt more interesting things were happening in the government department. A major reason for his feeling was the unique emphasis Notre Dame placed, and still places, on political philosophy. Power politickers and behaviorists rule the political science roost elsewhere.

Goerner dismisses rather easily the essentially power politics crowd as "theoretically naive." Because they fail to ask theoretical questions, they fail to see their assumptions. Moreover, they have not succeeded in a reasonable definition of power. They say power is important for the sake of national interests, which themselves are usually seen in terms of increased power. What one has finally is power for the sake of power, which ignores the theoretical choice between Platonic and Machiavellian politics.

The real dispute today over the nature of politics, according to Dr. Goerner, exists between the behaviourists in political science and the political philosophers. Behaviourists take for granted the impossibility of validly knowing anything about the good for man. But what one takes to be the good is not their concern. Because he cannot be satisfied with any of the alternatives, Goerner turns to political philosophy. Political philosophers think they can find certain primary pointers, but there is no security with principle, because what one has is not his own product. The political philosopher, says Dr. Goerner, "would rather live lucidly and insecure than secure with an illusion." The political philosopher would not, as do power politickers, assume that it is inconceivable one might die, like Socrates and Jesus, for something noble. Above all, he refuses to accept a man-made gimick to avoid the problem of history.



Joseph M. Duffy, Jr., handsome, clever, and rich, with a comfortable home and happy disposition, seems to unite some of the best blessings of existence; yet he is so odd a mixture of quick parts, sarcastic humor, reserve, and caprice that any experience of knowing him is insufficient to understand his character.

He attended Columbia, where he studied classical literature under Kurt von Fritz and English literature under Trilling; and Chicago, where he studied nineteenth century fiction under Morton Dauwen Zabel. Zabel directed his dissertation on the critical estimation of Jane Austin throughout the nineteenth century; of him, Mr. Duffy has said "without his diffident neglect my dissertation would not have been possible."

His critical assuredness grows out of a pious sense of tradition. In these days when piety is a pejorative and tradition considered only when it appears to be lacking, Mr. Duffy esteems both as great virtues. Tradition in all its aspects forms the stuff of his life. He echoes George Eliot's woeful cry "What do we live for but to make life easier to each other?" and tries to realize it within the traditional frames of Christianity in an American midwestern university. He has, within these systems, involved himself on every level possible with those around him. "The macrocosm is sterile and unreal when industrialized or when intruded upon by the political order. The individual must strive to move from this sterilization, to make the world around himself emblematic of something more significant, even if it is in revulsion." For these reasons, Mr. Duffy has consistently been an outspoken critic of American foreign policy, especially in Southeast Asia. He lives the life of a George Eliot hero with the bite of Evelyn Waugh; he is a black comedian moving subtly through the dynamics of self-destruction toward a continued reassertion of the possibility for the individual. This is his vision and, as he has said of another's—"We must work to uphold that vision until one day, if we are valorous and unyielding like Adam from his dream, men will awaken and find it truth."



"Most people think they know how to watch a play from seeing films or television drama." As a result, says *Frederic W. Syburg*, audiences attending the theatre often possess assumptions and criteria that the live stage cannot and tries not to fulfill. As Associate Professor of the Notre Dame-Saint Mary's Theatre, Mr. Syburg works in helping to alter this problem. By "presenting plays of dramatic worth in the best possible productions," he attempts to allow the col-



lege community to acquire the art of playgoing naturally.

While Professor Syburg sees this as a main function of the university theatre, he also feels that it has an equally valuable facet: "to provide people interested in theatre arts an opportunity to practice stagecraft either as the major part of their education or as an extracurricular activity." Mr. Syburg views this as the prime reason against establishing any permanent resident company of actors on campus.

After completing his graduate work at Columbia University, Mr. Syburg taught at Clarke College in Iowa for four years. In the thirteen years he has been at Notre Dame, Professor Syburg has shown a breadth of directional ability worthy of a major university theatre. His productions have included the Elizabethan comedy of *The Alchemist* and the more caustic wit of Brecht's *Threepenny Opera* as well as Frisch's *The Firebugs*, a contemporary jab at modern complacency in the face of crisis. For the last effort in particular, Mr. Syburg received deserved praise for its imaginative staging.

In addition to his directing, professor Syburg teaches both a speech course and a theatre arts course. The latter's most attractive feature is its ability to teach the student to see the written text as something to be performed and not merely read. Using his competence as a director both on the stage and in class, Mr. Syburg has helped provide the university with forceful drama and given his students the sensibility to respond intelligently to theatre.

Born a Low Church Anglican in Sherwood Forest and trained as a midwife and a nurse, *Dr. Josephine Ford* brings to bear an extensive knowledge of Patristics and Rabbinics on her study of the surroundings of the early Christian community and the New Testament. After studying in her native England, she has run the range of cultural experience in teaching first at the University of East Africa in Uganda and now here in the depths of the American midwest.

The essence of Dr. Ford's biblical studies lies in a realization of the immense significance of the Rabbinical background for an understanding of Paul and the Evangelists. Her experience in Uganda, she explains, brought out the differences between the traditional Western sets of thought and the way a non-Western person would approach, for example, time. She finds it is common for someone from a less sophisticated culture to view future time as little beyond one lifespan. This is a basis for the early Christian immediate expectation of the second coming. At present she is working on a translation, with extensive critical apparatus, of the Apocalypse for the Anchor Bible series. Her theological work does not merely draw on Rabbinics, however; she focusses her attention on the entire period from the last century before Christ to the third century A.D., first in a Greek and later in a Latin environment. Her recently published study, *A Trilogy on Wisdom and Celibacy*, surveys the Hebrew, Greek, and Latin treatment of the question of celibacy, centering on the Pauline treatment and suggests in conclusion that there is no basis for supposing that absolute celibacy was an idea anywhere prevalent in the earliest period of Church history, but rather that the discussions are of the problems of partial celibacy.



A Negro at Oxford, Mississippi. Cat-calls, riots, soldiers. The burning problem of the South and the nation had found its way into the open at *James W. Silver's* place of work. And he would not keep silent. A burst of flame, and tension between employers and employee, a question of freedom, long festering, comes to a head; after thirty years at the University of Mississippi, Jim Silver leaves. There had been advances in the years he was there which he helped bring about. An intellectual awakening that maybe Negroes were equal after all, on its way to becoming fact.

Since coming to Notre Dame in the fall of 1964, Dr. Silver has had the freedom, even the sanctioning, to promote and work for the cause of civil rights and Negro self-appropriation which is now taking place. He spends three hours a day working as a member of the South Bend Human Relations Commission, and is often away at speaking engagements.

In his quest for the rights of Negroes Dr. Silver is not a fanatic or an intense ideologue. His classroom manner is calm and conversational, as is his famous book, *Mississippi: The Closed Society*, an attribute which makes his argument all the harder to refute.

The typical lecture in any of his courses consist of comments and stories about developments in the race situation, exhibited in newspaper clippings and the like, in South Bend, Mississippi, and the nation. There is little of the parade of facts to be forgotten, because this situation is now; and Jim Silver brings to it a wisdom tempered by the immersion of many years in both the intellectual meanderings on it and the problem itself.

The mystery of Dr. Silver and his teaching history may in part be explained by his 25 year friendship with William Faulkner. That he thinks that Faulkner as a novelist probably comes closer to the truth about the South than anybody, reflects his own attitude towards history, as an instrument which will perhaps lead to the truth. Until then it is best to remain calm and good, and continue the search.

FACULTY:

Joseph M. Duffy
Frederic W. Syburg
Josephine M. Ford
James W. Silver
Ronald Weber
Anton-Hermann
Chroust

"Communications media," notes *Ronald Weber*, "call not only for skill in the spoken or written word, but also a sophistication in taste." As a professor of communication arts, Mr. Weber sees the department as attempting to teach sophistication in everything from art to politics. He feels that the lack of a set curriculum, such as would exist for a journalism school is a benefit that "enables the student to experience not only courses in the technique of media, but to pursue any additional interests and aptitudes."

In his writing classes, Mr. Weber stresses the development of trends in technique. He offers his students a wide range of contemporary writing from the short story to the non-fiction novel.

Concerning Notre Dame's "creative atmosphere," Mr. Weber feels that it should and could be encouraged, though not necessarily through academic channels. Student-initiated projects with occasional faculty guidance would be better.

As an advisor to the student newspaper, *The Observer*, he feels that his duty should be more passive than active. Remembering his own editorial experience at Iowa, where he received a Master of Fine Arts for a creative project, he sees a "much better educational arrangement in letting the students do what they want."

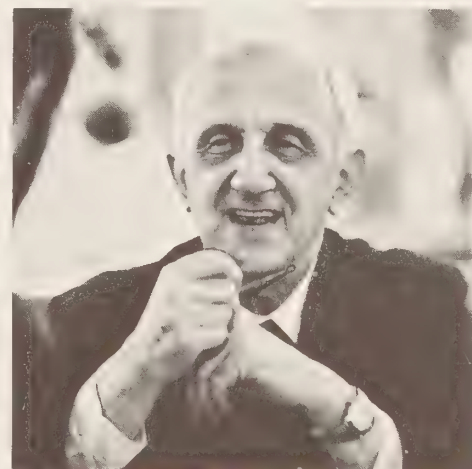


His publications include 147 scholarly articles covering some three thousand pages, 30 book reviews, and five books, with two in double volumes. His education includes doctorates in law, philosophy, and history from the German Universities of Erlangen, Munich, and Wurtzburg. He first came to the United States as a research fellow at Harvard, and has since been associated with the Yale Law School, Oxford, Cambridge, Kings College, and the University of Paris. Forty years after he received his first law degree at 21, *Anton-Hermann Chroust* maintains the same drive and energy that got him a position on the Olympic gold-medal-winning German water polo team in 1928.

Chroust is amazing. He claims he can write research articles faster than his three student assistants can proofread them. He claims that he knows more "than any three men" about the life of Aristotle. And he maintains that his 1967 Porsche 911S Targa can outperform any car on campus except his old Mercedes Benz 300SL. He has written on ancient, medieval, and modern legal history; ancient history and philosophy; and jurisprudence in general.

Currently, Chroust is putting out a two-volume work on the life of Aristotle and the lost works. He maintains that many of the "Aristotelian" works were not written by him, since "there exists irrefutable evidence that his early writings were transported to Asia Minor with the writings of the early Peripatetics, and disappeared for over 200 years." When all the works were recovered, due to confusion, deterioration, and destruction, it was impossible to identify the authors of the materials.

Chroust's interest in the history of philosophers led him to write *Socrates: Man and Myth* in which he explores the inconsistencies between the Socrates of literary tradition and the Socrates of historical fact. Chroust notes that this book is "required reading at the leading universities." His two-volume *Rise of the Legal Profession in America* brought him to the forefront of American legal history and he is now considered the foremost expert in United States law of the colonial period.



Peter Michelson's large frame and even wider sense of humor have combined to produce a professor of literature with rare dimensions. After receiving his masters from the University of Wyoming, Mr. Michelson taught English at Northwestern University for three years. While working on a doctoral degree at the University of Chicago, he was also editor of one of the most respected "little magazines" in the nation, *The Chicago Review*.

Although these credentials may appear impeccable, they do little to reveal Mr. Michelson's peculiar ability to reach his students. With both a sharp wit and an appreciation of the undergraduate's problems, he can achieve a rapport with pupils that borders on the unique. As an instructor in both the principles and practice of literary criticism, Professor Michelson does not see his role as refuting student views that differ from his own. Rather he tries "to sympathize with their position in order to expand their perception."

Mr. Michelson's interest in aesthetics outside of his particular course extends into two areas—pornography and what might loosely be called pop culture. At present he is at work on a book which will discuss the artistic potential of pornography rather than problems of censorship. Professor Michelson feels that pornography has nearly achieved the status of a convention in contemporary literature; and so now the artist has acquired another tool to expand his art. But Mr. Michelson's concern for present American culture goes deeper than a knowledge of current artistic trends and the poetics behind them. Last September he wrote the lead article for an issue of *The New Republic*, in which he discussed what he felt were genuine myths that contemporary America has about itself and how they are manifested both in politics and art.

Mr. Michelson's affability and openness to students exist apart from his normal instruction as well. During the first semester, he helped conduct a course in media in connection with the Free University, at the same time aiding the spring Arts Festival in acquiring poets.



FACULTY:

Peter F. Michelson
William V. D'Antonio
Robert M. Slabey
James Burtchaell,
James A. Bogle
Edward J. Cronin

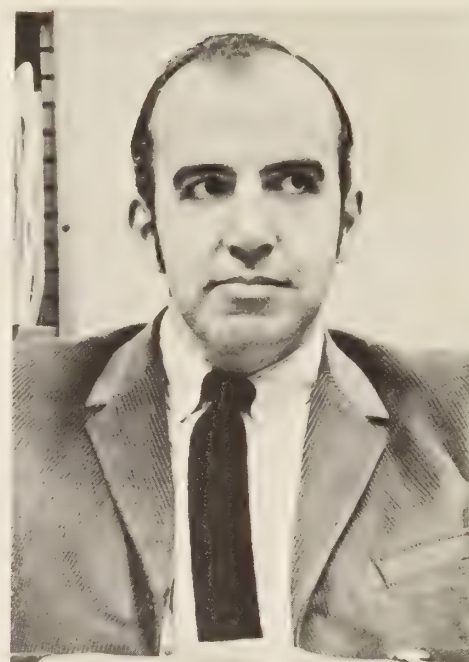
"My wife always tells me that one of my major interests is talking. That is probably why I enjoy teaching as much as I do," comments Dr. William V. D'Antonio, head of the department of sociology. "I think that a teacher is someone who enjoys his field and who also likes to share this enjoyment with others. He should, however, also believe that this field is a worthwhile one."

After receiving his B.A. in Latin American affairs from Yale in 1949, Dr. D'Antonio earned his M.A. at Wisconsin and his Ph.D. at Michigan State. In 1959 he joined the Notre Dame faculty.

"While I was at Michigan State I was rather active in politics as a precinct captain for the Democratic party. However," says Dr. D'Antonio, "since I came to Notre Dame, my main interest in community activities has been in the area of human and race relations." He was one of the originators of the idea behind the Neighborhood Study Help Program.

Apart from his work, Dr. D'Antonio can often be found engaged in a not so friendly game of handball with Dr. John Maiolo or some other of his colleagues. "I enjoy winning at handball. To be more truthful, I enjoy winning at anything!"

Dr. D'Antonio is currently working on a text for an introductory sociology course. "I was hesitant to start on a text, but I am glad that I did. I have learned a great deal about my field in the process, and of course there is always the monetary incentive which cannot be totally ignored by an honest man."



Robert M. Slabey's critique of his literature students is based on over a decade of experience at several universities. Graduating with a bachelor of science from Fairfield University in 1953, he taught at Notre Dame while working toward his masters and Ph.D., then at Penn State, Villanova, and Pittsburgh before returning to Notre Dame as Associate Professor of English in 1964. Since then he has taught classes ranging from freshman composition to a graduate seminar in William Faulkner.

"The students here now are the best yet; they are better prepared, have more integrity, and are more sophisticated than the classes that preceded them, and the improvement seems to be constant." At the same time, however, Dr. Slabey notes that the current students are more "practical minded," more competitive. In this atmosphere, a student who is humanistically interested in the study of literature for both professional and personal ends is a rare find. He notes particularly "radically distinct" attitude towards literature in the two sections of non-Arts and Letters sophomores comprising his modern novel course. Even here, though, there are seriously interested students, but the majority are concerned only with their grade in a required course. Thus Dr. Slabey's approach as a teacher is in this case different than his approach to, for example, his senior major American writers course—because of the difference in student attitudes. His approach in general, nevertheless, is to emphasize each work of literature "in its time," noting the cultural trends that produced it and the aesthetic features of the work *per se*—"both its temporal and timeless qualities." Although his special field is American literature, he is interested in seeing a course in modern European fiction (from Dostoevsky to Grass) introduced into the undergraduate English curriculum.

Father James Burtchaell imposes a heirarchy of importance on a wide variety of interests and divides his career as an educator into three main areas. Educated at Gregorian University in Rome and at Cambridge, he is a teacher of theology, one who enjoys teaching freshmen. He believes that theology can become a serious academic pursuit for all students, even if they are "going through the faith hang-up." In this approach to theology—not a religious indoctrination but the gradual acquaintance with a learned tradition—Father sees real value for all students. He notices a disappointing academic interest here which stems from students regarding the university as a professional school: the concern seems to be "not what kind of educated man is produced, but what kind of job he can get."

Dedication to the fostering of co-ed life at Notre Dame represents a second portion of the career. Observing a stifling of recreational activity accruing from the crowded condition of the residence halls and the lack of a convenient place to meet or entertain girls, Father Burtchaell was instrumental in establishing the Open House as a meeting facility for Notre Dame and Saint Mary's students and has since been its director. "Our own conviction is that we must move away from the all-male and all-female college, in favor of some merged system. It is our plan that the Open House will help somewhat to convince all of us that this is needful."

Father Burtchaell devotes the greatest portion of his efforts (up to six hours a day) to personal counselling and it is this activity that he finds most rewarding. Although he is Dillon Hall's third floor prefect, he attempts to communicate with students from all over the university, "to bring them to the realization that they are higher in integrity, competence, and opportunity than they imagine." He spends a good deal of time hearing confessions and offering rather innovated hall masses that are often attended (on occasion even for curiosity's sake) by visitors from outside the university as well as outside the hall.



Professor James Bogle of the government department has a style based on his idea that "teaching is not the focal point of my life." In his own quietly dynamic way, Bogle is a man of his students' own generation, sharing their increasing enthusiasm for politics, which he gives as the reason for the increase from 150 to 300 students in his international relations class.

Dr. Bogle has been active in Indiana politics for several years and has had two programs on local television. A man



of varied interests, he is a member of South Bend Civic Theatre, on the board of trustees at a private school, and enjoys taking his son to Chicago Bear games. Bogle believes that the football syndrome of Notre Dame has developed a basically unifying spirit and is a reflection of the Notre Dame spirit of the past. "But by becoming a great university, there are many factors that will destroy that spirit."

"I foresee a future for student parties like the ASP," he says, explaining their usefulness in expanding the scope of student government power, which he feels, "hasn't really been tried. If the students show the initiative the faculty did in seeking their demands, they can achieve their goals." Rumors of a political future for Bogle himself arose again this year with his activity on behalf of Senator Eugene McCarthy.

Besides his travels, teaching, and cultural interests, Bogle is doing research for a book on Soviet foreign policy. He views the publish or perish question as an irrelevant problem: "Good teaching is not in contradiction to publishing. A teacher should present something that the students can't get from outside sources."

He moderated an informal seminar discussion on revolutionary theory for the Free University. Such seminars, he feels, bring diversity to the students at Notre Dame, creating a new intellectual focus. Notre Dame's weakness, he believes, is in its stereotyped student body.

With Cronin, such showpieces as his M.A. from Chicago and his Ph.D. from Minnesota are superfluous. Rather, the elucidatory making-with the hands, the omniscient raising of the eyebrows, and a briefcase of thoroughly prepared class lectures are the only real and necessary credentials. "The system of academic awards places disproportionate emphasis on research and publishing successes. We are here to teach the students."

Pipe utensils, gold watch, and a weather-worn briefcase, lugging at least three editions of James Joyce's *Ulysses*, Dr. Edward J. Cronin comes to the Great Books seminar. "The Great Books are eminently teachable; perpetually engaging the student. The classic is like a bottle of wine. We do not preserve it, we drink from it."

Dr. Cronin, congenital Democrat and moralist, speaks of modern times. "Every great president has been villified—Lincoln, F.D.R., and now Johnson . . . No. That's absolutely wrong. Mayor Daly is certainly not a gangster. Any well-bred South-Sider knows that much." And of the all-pervading hippie syndrome, he says, "I find nothing fascinating about a flower child's belch. They simply receive too much attention."

Football and the university, faith and the university. A Carmelite scapular beneath his shirt, a rosary in his pocket, the alloy mold of the Immaculate Conception fused about his finger, (Class of '38). All of his children are baptized. "The Irish Catholic shares the best of everything . . . I guess that makes me sort of pre-ecumenical."

Edward J. Cronin sits in his office, feet upon his desk, an unlit pipe placed between his teeth. A John F. Kennedy portrait is displayed before him, a genealogy of dogs is exhibited to the side. And the checkered rows of neatly shelved volumes serve as a splendid backdrop. No man has learned so well the Socratic device, the technique of asking and answering questions. Dr. Cronin does not wish to befriend the student, as much as he is determined to teach them. The didactic fiber of this man sparkles as does the bare surface of his crown.





COLLEGIATE SCHOLAR:

An entire year devoted to independent study under close faculty direction.

For the past three years the Collegiate Scholar Program has consisted of four or five seniors, each of whom devoted an entire year's work to intensive consideration of one problem in their particular field, rather than pursuing an ordinary senior-year curriculum. Their program of study is one carefully reviewed by their faculty advisors, but one which finally they must devise and execute themselves. The central demand of the program is self-disciplined research and writing that is designed to take into account the individual student's specific levels of achievement, his interests, and his weaknesses. The end result of a year's work is a substantial essay treating the problem he has been investigating.

The idea that underlies the program is not one which seeks to abandon the system of classes that forms the basis of and gives immense vitality to the whole American system of higher education. Rather the class system remains to enrich the Collegiate Scholar's work while he does the majority of his work under a faculty director. The Scholar, then, is guided principally by one member of the faculty and advised by two others in his work on a specific project; in addition, he regularly meets with the other scholars and their directors in order to discuss his work.

The notion of the collegiate scholar has also been extended to creative work this year, and one student has elected to pursue this option. Tom Figel is writing a novel in order to, as it were, implement three years of scholarship by working for a year in the craft of fiction writing. The separation between criticism and creativity is too often felt by the



undergraduate as a frustrating circumstance, rather than a paradoxical dilemma of sensibilities.

The problems of a student studying alone for an entire scholar year and further devoting himself exclusively to a single project should be obvious. Many of the predictable difficulties in the program have actually been encountered. Some students chosen had insufficient background for this kind of work or their discipline was not of a kind that favored independent study. The central difficulty, however, has been the limitation to a single investigation. Often the student seems not to be broadening his background by research into related fields and enriching his work by contact with other undergraduates, but rather to be specializing to a degree not justified by his background. It has been suggested that this difficulty could be eliminated if the program were recast to allow individual study of a number of different problems in a genuinely interdisciplinary way. It was this difficulty which prompted two scholars to resign this year.

Another difficulty with the project is that the fortnightly colloquia at which the scholars read and discuss what they have written towards their final essay are often too specialized to permit valid discussion of the topics on the broad base that all scholars share. This was the obstacle encountered by Raymond Novaco whose work in behavioral psychology grew out of a more sophisticated scientific basis than most of the other members of the program possessed.

The dynamics of independent study, unless carefully modulated, are evocative of a sense of the separation of one's own work from other basic approaches, no matter how interdisciplinary the student's own approach may be. The Collegiate Scholar program, then, is one of the most exciting innovations in the College of Arts and Letters in recent years, but it is still one which demands much conscientious reassessment.

The focal point of the Collegiate Scholars' independent work occurs every second Monday when all the scholars and their advisors gather in the faculty dining room for dinner and a discussion of the projects. *Opposite, above*, Rev. Charles Sheedey, dean of the College of Arts and Letters, and Peter Herrly, who is writing on the development and implications of the use of calvary in the civil war. *Opposite, below*, Eric Vogelin, professor of government; Willis Nutting, professor in the General Program; and Tom Figel, who is writing a novel about a 12-year-old boy who meets a man walking across the country on his hands. Figel expects to continue writing and publish his novel after graduation. *Below*, Tom Brislin, writing on the "Ends and Limits of Politics" and the alienation experience through Hobbes, Locke, Kant, and Hegel; and Ken Beirne, writing on a comparison of Manichean philosophy and Augustine with Hegel and Kierkegaard. Brislin had originally planned on seven philosophers but decided to limit himself after the first semester. He has, like all the scholars, gone into great detail and presented parts of his paper before faculty members from many departments. Brislin's paper has run to more than 400 pages.





ENGINEERING: DEAN

The future of engineering, education at Notre Dame, Joseph Hogan believes, lies in an integrated five year master's program.

Joseph Hogan assumes the responsibilities as dean of the College of Engineering at a turning point in the college's history. With funds from SUMMA, the college will establish ten endowed professorships and build a new 4.5-million dollar engineering building. In line with this physical expansion, the college is re-examining its degree requirements in all major sequences to insure that the students are being offered the best combination of a technical and a liberal education.

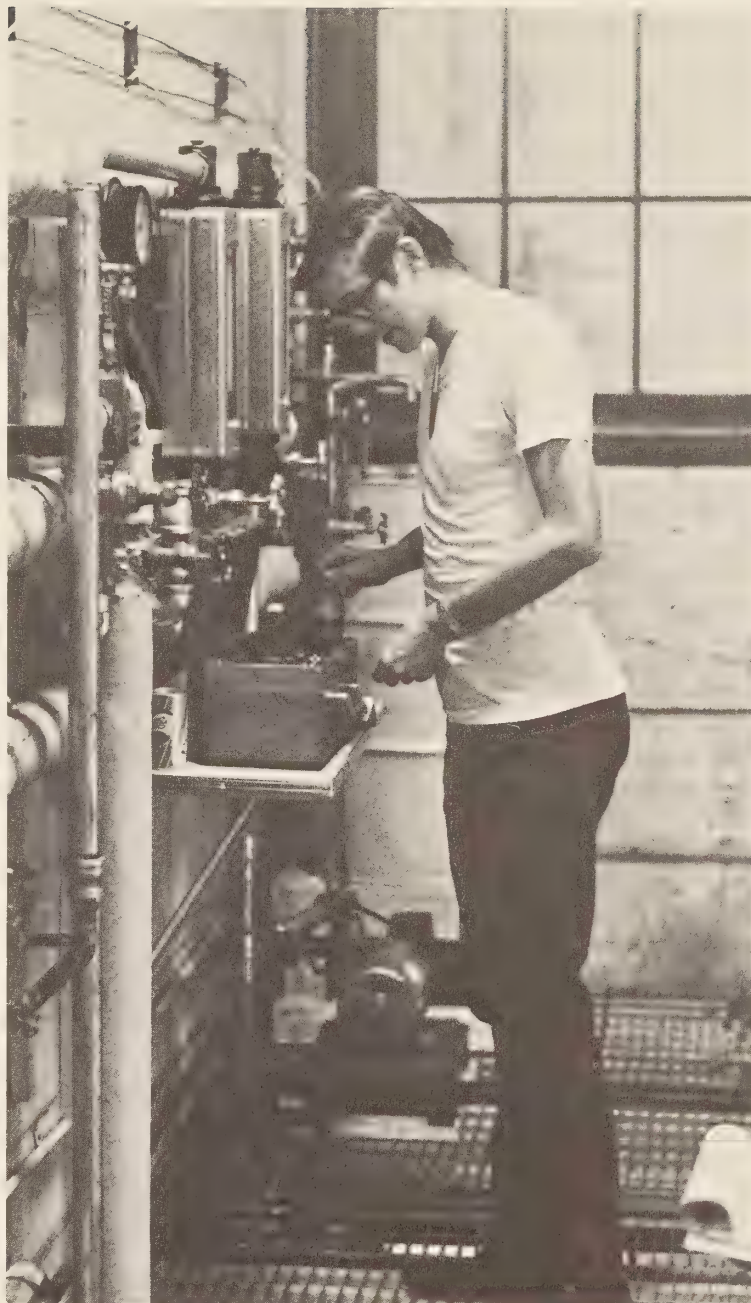
Hogan was dean of the College of Engineering at the University of Missouri for the past six years. He holds a Ph.D. in electrical engineering but has no plans to teach at the present time. "I feel that I'd be cheating my students if I were to attempt to teach a course at this time," he says. "The position as dean so frequently requires my absence from Notre Dame that any continuity for the students would be impossible."

Hogan says that the endowed professorships will enable the college to attract ten nationally known engineering professors. They, and the new facilities, will be especially important in the development of the graduate programs in engineering. At present, limited facilities hamper the recruiting of new faculty members and top-notch graduate students. The new building will easily handle the amount of faculty and student research currently planned. If the college is to undergo any more than a nominal

increase in the number of students, however, additional space will be needed.

Some students and faculty outside the college have made the criticism that the curriculum is too technically oriented. Hogan disagrees. "The course sequence in general follows the median recommendations of the Engineers' Council for Professional Development, the accrediting agency for engineering schools in the nation." To add more Arts and Letters courses to the engineers' already overburdened schedule would be impossible; to drop several, Hogan believes, would make engineering too narrow a specialty. However, Hogan will soon try to introduce a degree of flexibility into the senior year program. Students will be able to select from a broader range of technical electives and independent research will be proposed for more students, especially those who are planning graduate work.

In the more distant future, Hogan predicts that the Master of Science may well become the first degree in the college. The U.S. Office of Education predicts that by 1976, the nation's accredited engineering schools will award 45,000 baccalaureate and 34,000 master's degrees—to last year's 36,000 baccalaureate and only 13,000 masters. At Notre Dame, a five-year integrated program would replace the current curriculum of four years undergraduate and one year graduate school. To Hogan, the advantages are obvious. Students who begin in freshman year would find the program more flexible in the third, fourth, and fifth years than currently; time consuming duplication in undergrad and grad courses would be eliminated; and research projects could begin in senior year. Graduate students coming to Notre Dame with a B.S. from another college would find no trouble in entering the fifth-year course sequence. Together with the new building and endowed professors, this program would give Notre Dame "one of the best engineering educations in American universities."



Opposite, Joseph C. Hogan, Dean of the College of Engineering. Dr. Hogan believes that the most optimistic completion date for the new engineering building is fall, 1970. *Above*, Senior Mike Knapp working with a double pipe heat exchanger in unit operations laboratory. A fourth year chemical engineering course, unit ops lab allows students, working in teams, to devise their own experiment and then test them on an actual pilot plant scale.

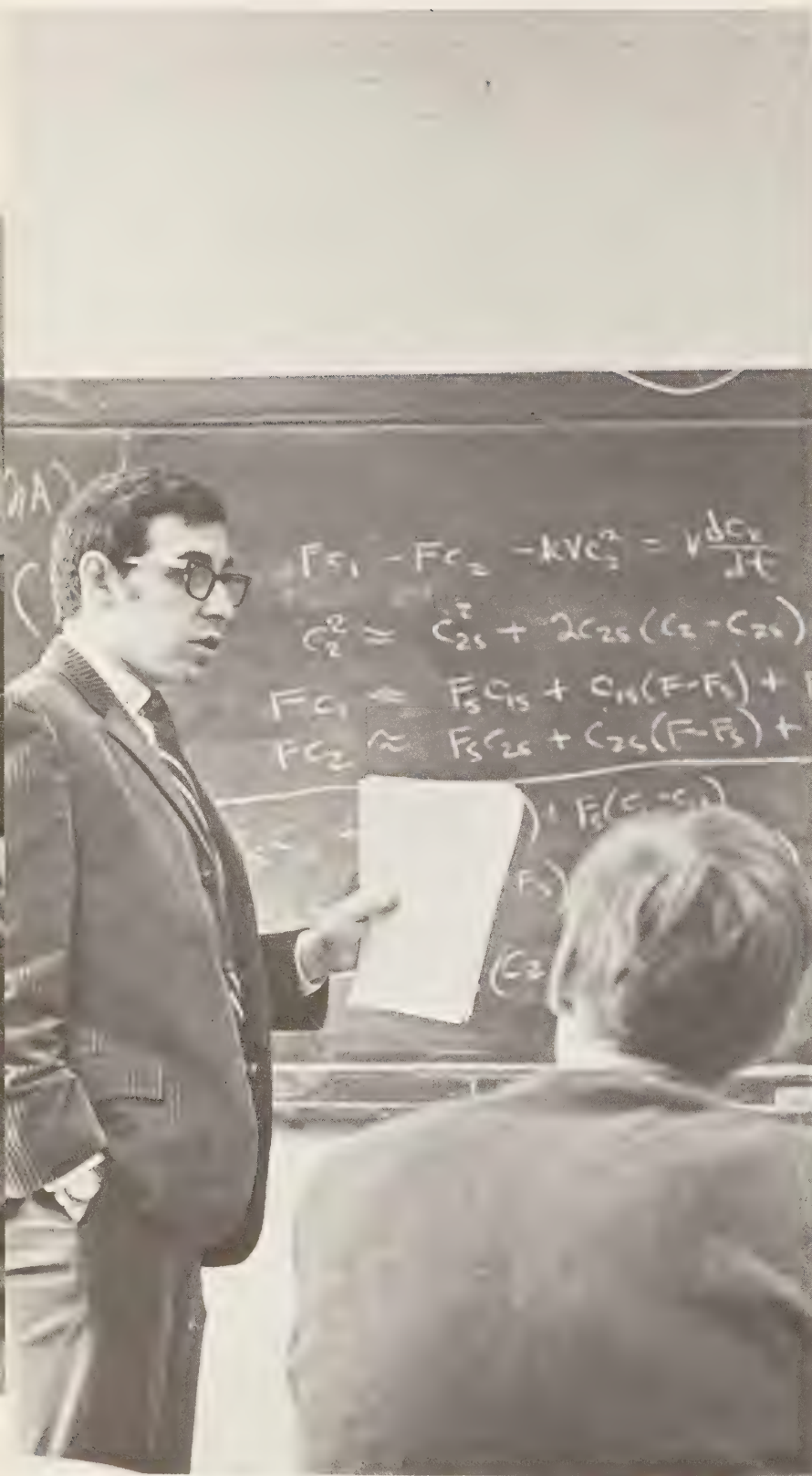
The engineer: criticized for his shortcomings while his strengths are ignored

The engineer occupies an odd place in contemporary society. He is indispensable to modern technology, but his accomplishments go largely unrewarded. If a man is launched into space, it is a scientific triumph, but if his rocket explodes or the mission fails, it is a technical failure. The engineer does the work, but doesn't receive the glory. However, professionally the engineer is respected both by his fellow workers and his colleagues in other fields.

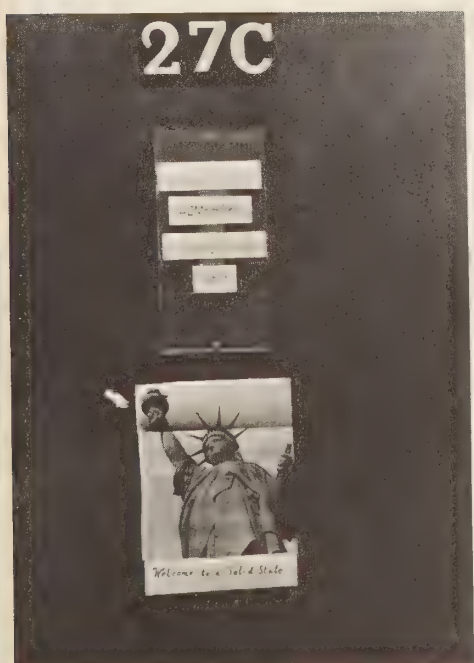
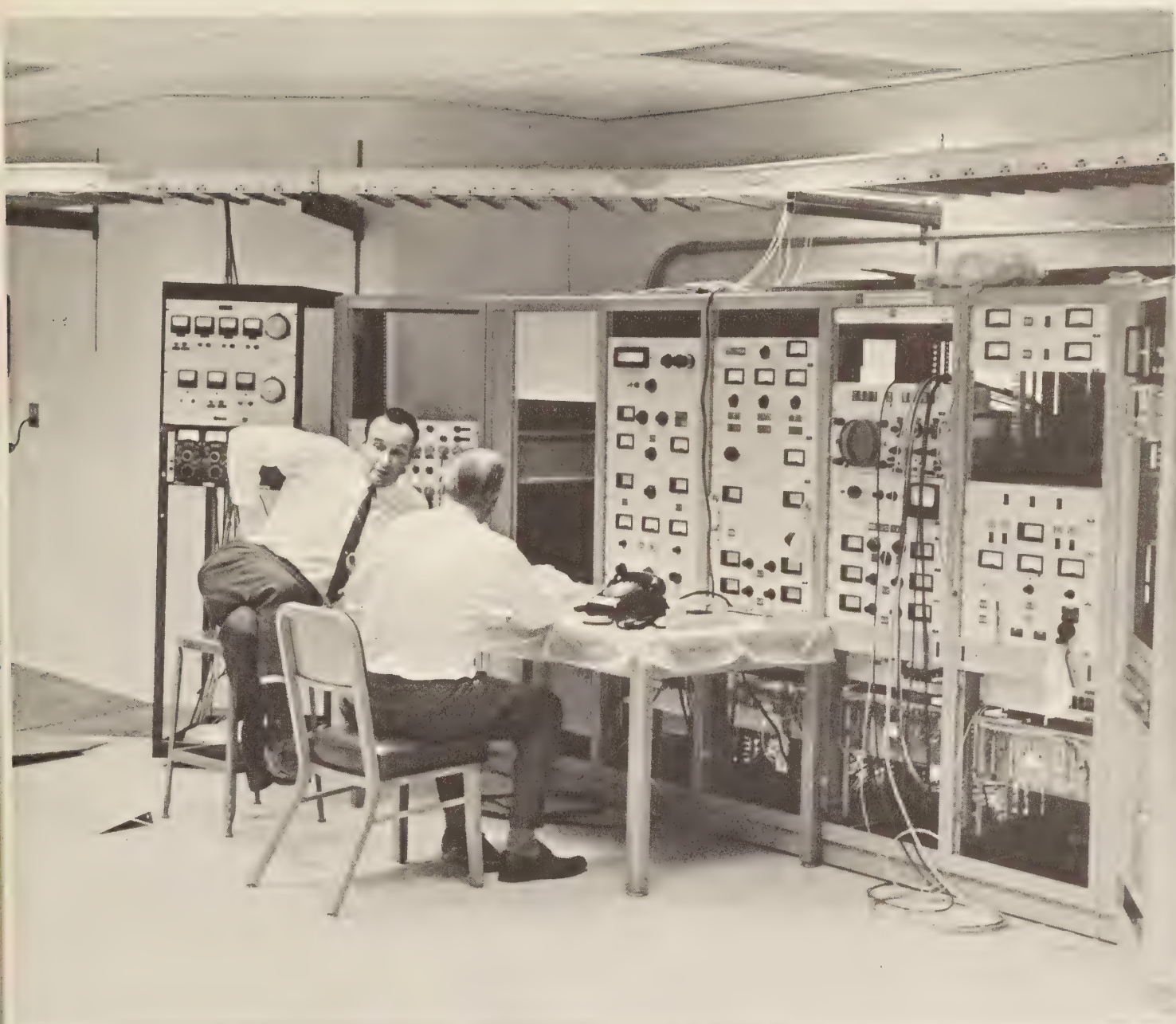
On campus, the engineer faces a similar situation: he is criticized for his shortcomings while his strengths are ignored. The engineer's curriculum, at Notre Dame or at any good engineering school, is heavily weighted towards technical subjects. And well it should be, for the university is educating the engineer for specific jobs in a technical society. The engineer has an excellent background in mathematics, the physical sciences, and technological procedures. From this core of studies, he has the tools which all phases of industry—from research and development to management and sales—demand.

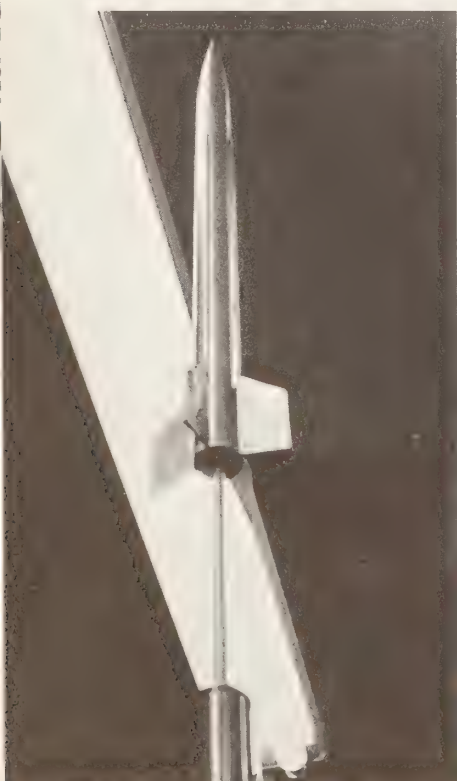
Liberal arts courses compose only about 20 percent of the engineer's schedule; this is the figure that most professional and educational engineering societies recommend. This figure supplies the basis for the stereotyped "sliderule-toting engineer." But in comparison, only 10 per cent of the arts and letters or business student's curriculum is devoted to science or technically oriented courses, none of which are above an advanced high school level. So the tendency to specialize in one discipline, to the almost complete exclusion of others, is evident in each field. As a consequence, communication, between the technical and the non-technical person easily breaks down.

But the engineering student at Notre Dame is deeply concerned with this deficiency in his curriculum. He attempts to bridge the gap between technical education and the liberal arts by his participation in the Collegiate Seminar program, by a judicious choosing of his few liberal arts electives, and by attending many of the lectures offered on campus.



Above, Dr. Edward Crandall lecturing to senior chemical engineering instrumentation course. Opposite, above, a mechanical engineering systems control lab.





A reduction in the load for chemical engineers?

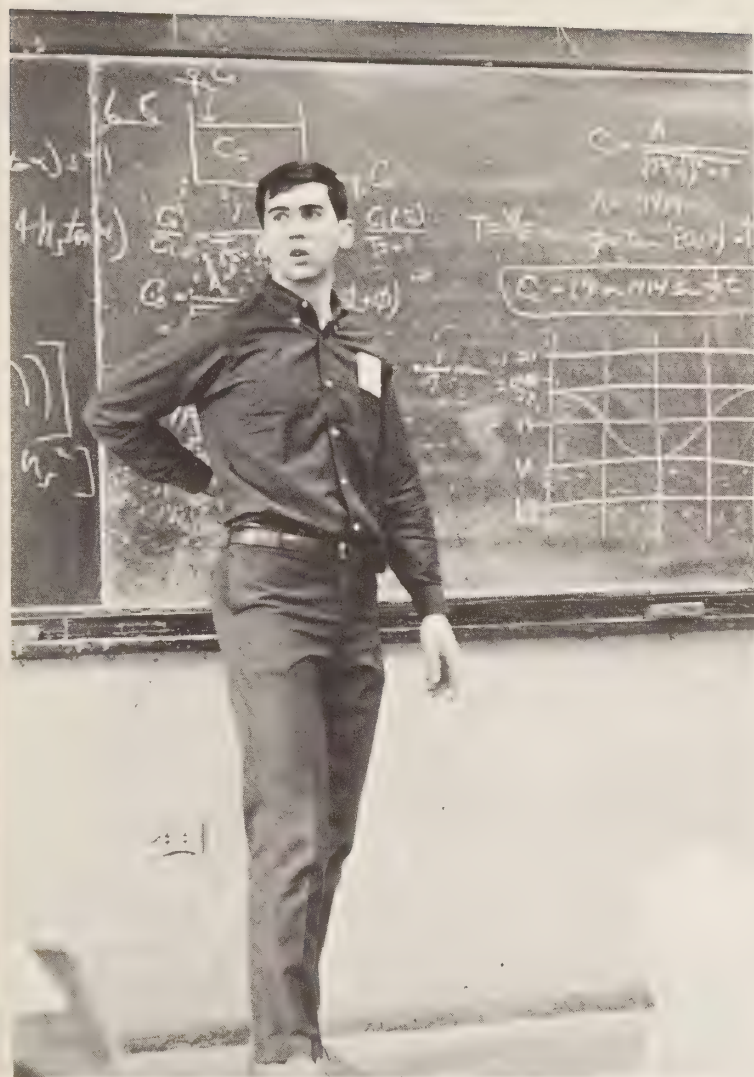
Architecture combines both art and engineering. The architect must be a person sensitive to shape, color, and form, but at the same time his buildings must be structurally sound and practical to construct. The architect's curriculum recognizes this and therefore combines these two requirements. The architect at Notre Dame takes over 80 credits of design and structure courses, and about 60 credits of mechanical engineering and engineering science courses. A few students in the department are also investigating the possibilities for using computers in compiling and organizing the data necessary to comprehend major design problems.

Research in aerospace engineering, the college's largest undergraduate department, centers primarily around missile dynamics and the much publicized Parafoil. The department, with an excellent array of both subsonic and supersonic wind tunnels, has done consultation work at various times during the year for the Air Force, NASA, LTV, Raytheon, and several other large corporations. The parafoil also spent four weeks at Langley Field, Virginia, undergoing tests (at government expense) in the full-scale wind tunnels there.

The department of engineering science emphasizes the fundamentals which apply to all fields of engineering and which enable the student to explore and apply scientific methods to the analysis, synthesis, and design of systems in both traditional and newly emerging fields. The undergraduate curriculum contains course sequences in mathematics, classical, chemical, and modern physics, solid and fluid mechanics, electrical and transport phenomena, and systems analysis. The department has built a new laser lab for undergraduate and graduate research and is planning another undergraduate lab underwritten by an NSF grant.

Chemical engineers currently take more credits than any other four year program in the school, and most professors feel that this load should be lightened. The problem, common to many chemical engineering departments throughout the country, is what should be deleted. Various faculty members and the student chapter of the American Institute of Chemical Engineers have submitted plans, but a final decision will not be made until summer.

Faculty and graduate research in chemical engineering encompass widely different fields. Dr. Kramer D. Luks, a new faculty member this year, is primarily interested in mathematical models of transport phenomena. Dr. A. H. Peter Skelland, financed by a Defense Department grant, is investigating the possibilities of drag reduction by the addition of suitable non-Newtonian fluid to the boundary layer of immersed bodies. Dr. Edward Crandall is directing graduate research in the investigation of adaptive



Opposite, senior architecture student Henrique Bellini confers with professors Stermer and Stoutenburg. *Far left*, wind tunnel work in aerospace engineering uses scale models; the rocket pictured here is an Aerobee 350. *Left*, the horizontal pipe in the background is part of the department's supersonic wind tunnel. *Above*, senior chemical engineer, Pat Castellan, explains the solution to a process control problem.

Mechanical engineering's three options cover almost all technical disciplines.

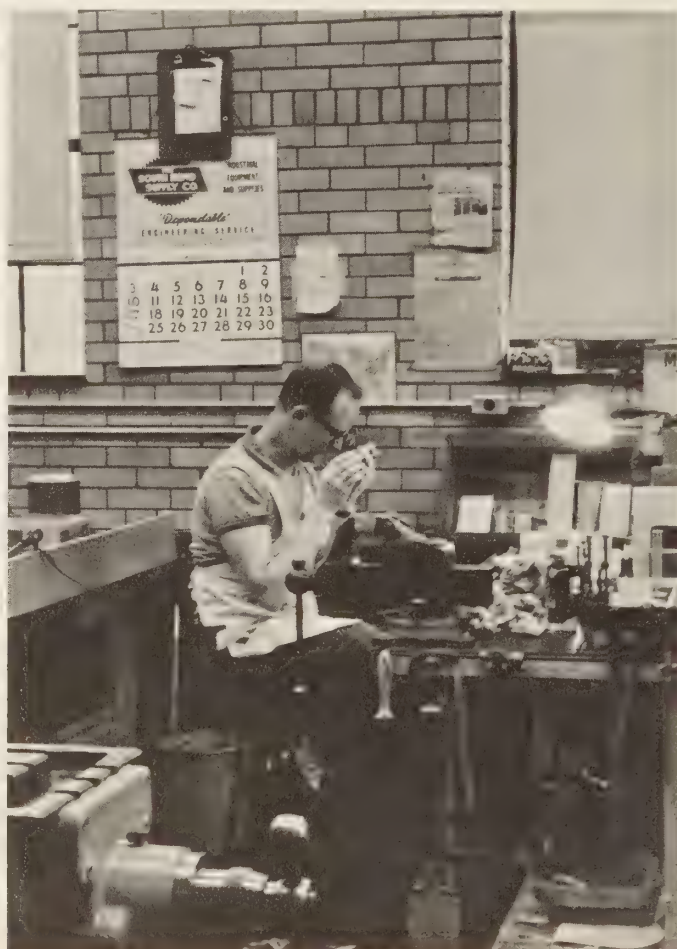
process control and the stability of distributed systems. Dr. Crandall is also doing mathematical studies of human respiration, modeling the gas exchange process within the lungs to determine its effects on pulsatile blood flow.

Civil engineering includes everything from structures to construction to environmental health. Under department chairman Dr. Harry C. Saxe, the department's approach to education is to produce civil engineers who are able to synthesize an answer when given several variables, and not to rely on a preordained solution to his problem. Research is centered around environmental health problems—sewage treatment, air and water pollution, and water purification.

Electrical engineering this year bought (with NSF supplied funds) a small digital computer for use by undergraduates. The computer was subsequently tied into the department's analog computer to provide the only digital-analog hybrid on campus. Students then wrote the software programs for the new computer and also designed the hardware used in the digital-analog interface. Faculty research in electrical engineering is largely mathematical-



Above, Ph.D. candidate Charles Knapp is studying stress capabilities of the red blood cells. Opposite, below, Dr. James Kohn explains a differential thermal analysis experiment to junior chemical engineers Mike Lipka and John Krause.



theoretical. Among other projects in the department, acting chairman Dr. James Massey is working in communications theory, Dr. Normab Krohn is solid-state semiconductors, and Dr. Michael Sain in non-linear control theory.

Mechanical engineering offers the greatest diversity of programs for the students. The normal mechanical engineering curriculum encompasses a broad view of engineering with courses in almost all disciplines: drawing, heat transfer, fluid flow, controls, and electronics. The industrial option is a management directed program including economics and business courses. The nuclear option uses facilities of the radiation center. Faculty research in the department centers on controls, thermodynamics, numerical analysis, and reactor kinetics.

The department of metallurgical engineering, with only ten seniors, is the smallest of all departments in the college. The metallurgy and materials science curriculum combines a theoretical knowledge of physical chemistry and physical metallurgy with extensive laboratory and practical applications. Faculty research in the department is varied. In another part of the engineering college's defense project, Dr. Bernard Cullity is director of the project's Magnetic Materials Subgroup. Dr. Charles Allen is studying dislocation structure on an Air Force contract and Dr. Nicholas Fiore is involved in two projects: a study of explosive loading on the deformation of metals and an investigation of imperfections in crystals using elastic vibration techniques.





Dr. Otto F. Seeler, Professor of architecture, was born in Cuba and educated in Germany; he has practiced architecture in Havana and in this country and has been on the faculty since 1949. He concentrates on residential buildings in his private practice and teaches structural and architectural design to sophomores and seniors. The unique position of architecture in standing between engineering and art has brought him to focus on the socio-humanistic aspects of undergraduate education; he is one of the several engineering professors participating in the Collegiate Seminar program.

"A successful architect must know people—how they think, feel and live with one another." The preliminary step in designing a building, Dr. Seeler states, is "an analysis of the situation the architect faces—consideration of such functional factors as the circulation of people in a building, noise, heat, and light distribution." Then the architect must formulate the architecture; he must find an expression for the arrangement in art.

All the demands to be made on the building by the people using it must add up to a functional character which will be realized in the final work. Dr. Seeler places primary importance in architecture that "sums up to a unit, not an addition of fragments, which has the character of the function the building fulfills." The formulation that finally expresses the function must, of course, be conditioned by the surroundings—other buildings and the natural site itself—the budget, and the variety of immediate purposes that make up the whole function. "The more identity a building has with its environment, the more lasting it will be." As an example of this he points to the campus itself which derives a unity from certain common materials, such as Notre Dame brick and slate, used in common.

A piece of architecture stands as a work of art because it reflects and realizes in a special manner the temper of the times, the way we now live. By expressing artistically the demands of the people living in it, Dr. Seeler hopes that architects will combine the highly scientific conditioning of an environment with a real sense of the way people live together in a given spatial circumstance.



"Engineering science is basically a field whose main concern is to keep on top of all new trends in both science and engineering. We are concerned with all of the fields of engineering as well as with structural physics and some chemistry," says *Dr. Francis M. Kobayashi* in describing his area of study.

A native of Seattle, Washington, Dr. Kobayashi spent two years at Loras College in Dubuque, Iowa, before coming to Notre Dame in 1945. After earning a B.S. in aeronautical engineering in 1947, he added a similar degree in engineering mechanics a year later. In 1953 Dr. Kobayashi received an Sc.D., and he has been associated with Notre Dame ever since, with the exception of a two year period beginning in 1959 in which he worked for the National Science Foundation in Washington, D.C.

Dr. Kobayashi has been actively engaged in consultation work for many South Bend firms. "I was involved in a program at Bendix's Aero-Space Division, in which our main concern was lunar landing problems. I was particularly concerned with a problem in the release of the landing gear." Dr. Kobayashi hesitantly adds that he had done some research in suspension systems for the now-defunct Studebaker Company. "I hope that my findings didn't aid in their demise," he says with a smile.

In the near future Dr. Kobayashi will enter a new area of the university, the newly created role of Assistant Vice-President for Research. "In a way this area will not really be a total change for me," says Dr. Kobayashi. "I have been involved in similar work before both here at the university and while I worked for N.S.F. I will say, however, that it will be tough and will present me with great deal of responsibility."

FACULTY:

Otto F. Seeler

F. M. Kobayashi

James L. Massey

Julius T. Banchemo

Harry C. Saxe

Nicholas F. Fiore



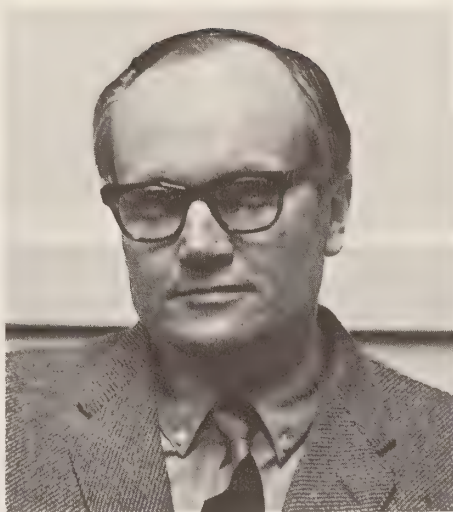
This was *James L. Massey's* first year as a Collegiate Seminar moderator. Last year he was a visiting Associate Professor of electrical engineering at M.I.T. Professor Massey finds little conflict between the great books and his engineering background, which includes a maxima cum laude degree from Notre Dame. His seminar classes often find him actively defending the practical point of view against an onslaught of idealists. However, Dr. Massey has no fixed point of view; he is open minded, but with an engineer's detailed knowledge of the text to be discussed.

Professor Massey finds teaching undergraduates, whether at Notre Dame or M.I.T., "more fun" than teaching grad students. "Grad students tend to be petrified," he says. This year, he is acting department chairman in electrical engineering, and on a committee for the Faculty Manual. He is also doing research in the areas of coding and finite-state automata within his specialty of information theory, and finds himself with "less time than ever" to talk with and learn from his students. Despite his outside activities, Dr. Massey is most at home in the classroom, where his dynamic style makes anything from St. Augustine to threshold decoding exciting.

"An engineering education at a major university like Notre Dame has definite advantages," says *Dr. Julius T. Banchemo*, head of the chemical engineering department. At technically oriented schools such as Georgia Tech or Rensselaer "you don't have a mixture of liberal arts, business, and science-engineering. The student body is homogeneous." While admitting that all technical curricula contain approximately the same amount of liberal electives, he feels that exposure to the arts outside the classroom is very important to an engineer's education. "Unfortunately, though, most engineers don't have enough time to take advantage of what Notre Dame offers."

Dr. Banchemo received his A.B. and B.S. from Columbia and his Ph.D. from the University of Michigan. He was on the faculty at Michigan for 16 years before coming to Notre Dame as department chairman in 1959. A specialist in chemical engineering kinetics and reactor design, he has published several articles in professional magazines and co-authored *Introduction to Chemical Engineering*, a widely used text on unit operations.

As department head, Dr. Banchemo is concerned with curriculum development. He disagrees with many educators who would make the master's degree the first professional degree conferred in engineering. "We must optimize the time spent during the four undergraduate years in engineering because of the immense amount of material that must be covered." The present system of four year bachelor's program, he feels, enables a department to tailor programs to the widest range of student interest. A five year master's program would be research-oriented and might be unnecessary for many students planning to work in industry.



The idea of an engineer as one who plugs in formulae for solving pre-ordained problems is as outmoded as the notion of a civil engineer who only builds bridges, designs roads, and structures sewers. *Dr. Harry C. Saxe*, head of the department of civil engineering, suggests that the engineer now needs "the breadth of interest to enable him to couple the discrete elements of an engineering system together in such a manner as to provide optimal performance of the overall system." The engineer must now concern himself with "providing a suitable environment for man in the face of unprecedented industrial development, population growth, and increased mobility." Traditional fields of specialization within civil engineering no longer have any validity; the whole approach in which they were grounded is now superfluous. "A whole spectrum of types of civil engineers will be required; specialists such as structural engineers, soil mechanicians, environmental health engineers, and hydraulic engineers will be needed in increasing numbers." Persons having broader horizontal interests, and capable of welding specialists into efficient working groups will be demanded in numbers.

The present-day civil engineer, Dr. Saxe says, "soon finds that the principles needed to couple these assemblages of components together in optimal fashion, are not as amenable to a closed form deterministic solution as he would like, and a knowledge of what we call 'engineering judgment' comes into play. In the interest of getting the job done, he must resort to approximate analyses, and be able to recognize when and where the interface between closed-form tractable solutions, and interactive solutions, exists." The design-oriented civil engineer must go on from the design of systems under his control and enlarge his perspective to consider the people who will function in these systems. He must coordinate his work with the sociologist's and thus achieve a real stance from which his design of man's environment can assume the validity it must have.

"I see a spectrum of responses in the Notre Dame student, ranging from alertness and curiosity to dull indifference." In his concern for the optimum academic achievement of his own engineering students, *Dr. Nicholas F. Fiore*, Assistant Professor of metallurgical engineering, is most interested in the large middle range of this "spectrum." Members of this group are characterized by a "do-enough-to-get-by attitude" and fail to realize the rare educational opportunity they have here.

After receiving his doctorate from Carnegie Tech in 1963, Dr. Fiore worked for U.S. Steel and the Mellon Institute in his native Pittsburgh. He also spent two years in research at the Aberdeen proving grounds in Maryland before coming to Notre Dame in February, 1966. He has already achieved popularity and familiarity with students of his introductory course in materials science and his two graduate physical metallurgy courses.

Dr. Fiore participates in several student-affiliated, personal, and professional activities. He is adviser to the Notre Dame chapter of the A.S.M.-A.I.M.E. (the student metallurgy organization) and to a teenage-youth group at St. Anthony's parish in South Bend, and a member of the new Faculty Senate. He is also a consultant for several industrial firms in South Bend and Chicago.

Dr. Fiore salutes students' tendency to question everything they see—"perhaps the only sacred thing is the right to dissect, to scrutinize." However, he cannot agree with many of the resultant conclusions and is indeed distressed by some. He uses an analogy from physics to emphasize an inherent program in the students' attitude of questioning. Just as the rigor in the solution of a physical problem is affected as we increase the number of entities involved, so is the ease of arriving at a conclusive opinion inversely proportional to the complexity of the issues concerned. Dr. Fiore criticizes the inclination of some students to question only so far and then to jump unscientifically to an unflinching conclusion, ruling out the "antitheses" that may arise.





Above, Dr. Thomas T. Murphy, dean of the College of Business Administration. The new Hayes-Healy Center will house the program for Graduate Business and Public Administration. The graduate curriculum stresses "the development of professional managers, rather than staff specialists."

Thomas T. Murphy has been a member of the Notre Dame faculty for 21 years and the dean of the College of Business for the last five. This year has been his most challenging, witnessing the first class of the graduate division of the college. And his plans for the graduate school are big. The first class is fifty students and will increase in lots of fifty in future years until a maximum enrollment of four hundred is reached. At the same time the undergraduate program, now consisting of about 1270 students, will decrease to an enrollment of nine hundred. "As of today we have too many undergraduate students," says Murphy. "We feel that a slightly larger than two-to-two ratio of undergraduates to graduates, together totalling 1200, would be the ideal figure to work with." The initial MBA class represents 31 different universities and only eight of the students are Notre Dame graduates. The masters candidates are almost evenly divided between undergraduate majors in science-engineering, social science-humanities, and business administration.

At the undergraduate level, there is a constant flow into the College of Business from the other three colleges, mainly from engineering and science. Murphy welcomes these transfer students. "Most of these transfers have no trouble adjusting, since they are generally most capable. In fact both the science and engineering colleges tend to have the best students in the university, so we have no problems integrating these students into our programs." Only in accounting must transfer students add courses to fill the requirements of the C.P.A. sequence, and it sometimes involves additional summer work. A.I.S.E.C., an undergraduate program, was brought to Notre Dame largely through the efforts of Dean Murphy. Interested students try to get South Bend firms to hire a student from another nation as summer employment. If the student is successful, he in turn, will be employed overseas for the summer. In other foreign programs, the business college has about 15 sophomores currently at Tokyo, Angers, and Innsbruck.

Murphy sees two nation-wide trends in business academics becoming apparent at Notre Dame. The first is a great shift from the professor with experience in the business world to a majority of academically-trained experts. These "new" professors have caused the second trend: a more liberal and theoretical approach to business education that emphasizes the scientific, rather than the pragmatic analysis of business problems.

BUSINESS: DEAN

The college's first MBA class has set Dean Murphy looking to the future.





Above, business students gathered in the lobby of the commerce building during the Finance Club's "Mock Stock Market." For the \$2.00 entrance fee, each contestant gets \$2,000 for buying and selling stock based on the New York Stock Exchange. The person making the most money wins a trip to New York and a visit to the real stock market. *Opposite, above*, Adam Arnold, associate professor of finance and business economics.

The College of Business is emphasizing management in its new master's program.

"Professional managers, those who plan, unify, and direct the work of others in large-scale operations, are," in the words of Dean Murphy of the College of Business, "in great demand at the present time, due to a vast shortage of such personnel. This need for professional managers can only increase with the vast technological advances and rapidly increasing population of today's world."

Realizing the importance of producing qualified professional managers, the business college has decided that such a task could be adequately accomplished only at the graduate level. With this need for professional managers as a basis, the MBA program was instituted at Notre Dame this past year. The initial class of the program consists of 50 students, but will increase to a maximum enrollment of 400. The rate of increase will be slow at first, due to a lack of facilities. However, with the completion of the new Hayes-Healy Center, designed specifically to house the graduate business program, the enrollment will reach 400. At present it is hoped that the construction of this building will be completed by the fall semester of 1968.

Previously there have been two types of graduate business curricula. One stresses situational analysis and has been used at the Harvard School of Business. The other centers on the study of basic, underlying principles, without the application of these principles to either actual or hypothetical situations.

The curriculum of the graduate business school at Notre Dame is a combination of these two methods, providing the future managers with skills in application as well as the knowledge on which to base their decisions. The goal of the MBA at Notre Dame is to produce professional managers rather than specialists. The curriculum is divided into five sectors. The tool, environment, and functional course areas provide the knowledge which the student uses in formulating his decisions in situational analyses. Courses in these areas expose the student to the global view of business and the social, economic, and political trends that affect management. The business workshop allows the student to participate in situational analyses, operating in a manner similar to the moot court of the law school. Through the use of case studies, role playing, business games, and demonstrations, the students integrate and apply the knowledge gained in the other course areas to both actual and hypothetical situations. The self-development phase of the curriculum allows each student to pursue an area that is of particular interest to him through an independent study program under the supervision of a faculty advisor.



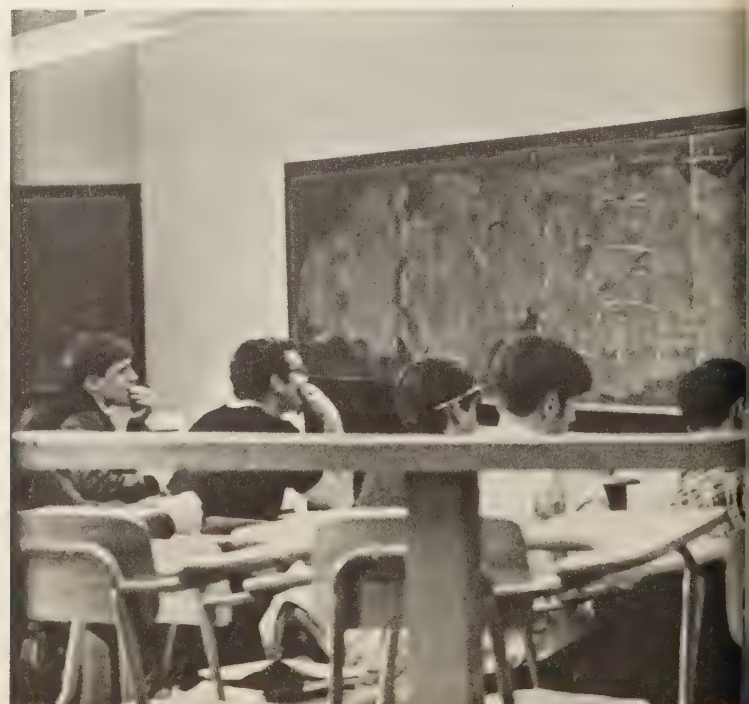
Travel management: newest program for business undergraduates.



The travel industry, representing an excellent vehicle for building a better way of life in the developing nations of the world, is one of the largest and fastest growing industries in the U.S. today. The demand for management talent in the travel industry extends over broad areas and includes travel bureaus, tour wholesalers, airlines, railroads, and many other service organizations. The rapid growth of the industry and the need for the continual improvement of the management departments, requires that future managers come from professional schools rather than apprentice systems within the industry. Responding to this trend, the business college established the Hayes-Healy Travel Management program, with 28 undergraduates participating in 1967-68, the first year of its operation. This program offers students with interests in management and marketing a chance to develop skills in these areas.

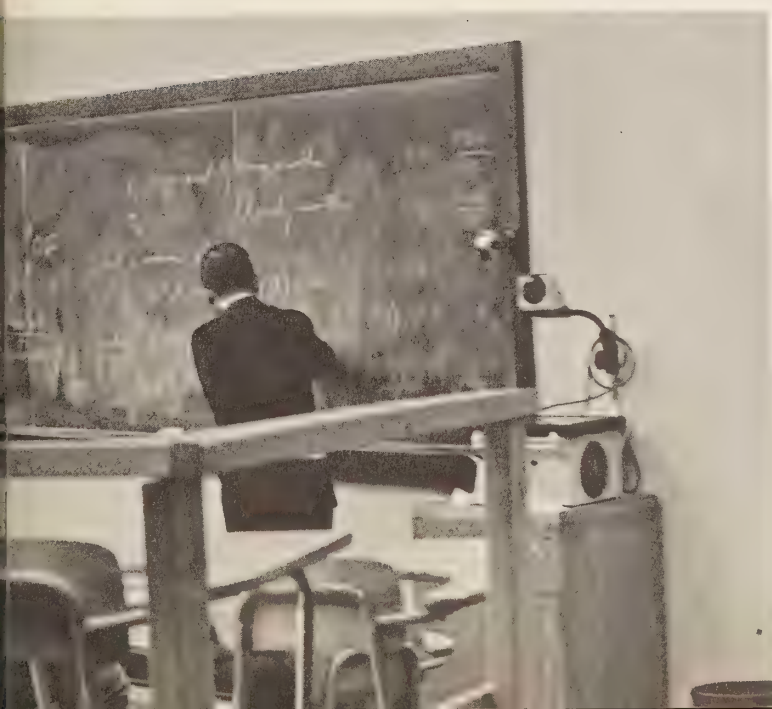
A travel management graduate will receive a B.B.A. upon completion of his four year program, which is divided into an arts and science core, a business management core, a travel management core, and a two-summer, paid, work internship in a phase of the travel industry that interests him. Where possible, students will be encouraged to take a foreign language.

Also at the undergraduate level, the Management Club has been highly successful with its new management "game." INTOP (International Operations Simulation) is a computerized game utilizing the Univac 1107 computer. It focuses on the primary problems of international trade. The students act as representatives of their own competitive international business firms, and they are responsible for all the policy making decisions that an actual corporation faces. The game provides management training and has proved to be very popular.





Above, The Hayes-Healy Center, constructed this spring for the graduate school will add needed lecture halls, seminar rooms and faculty offices. *Left*, Dr. William Sexton, professor of management and Dr. Jae Cho, professor of finance.





In line with requirements for better graduate business schools, the College of Business is becoming more technically and mathematically oriented. "It is my feeling," says *Dr. Edward R. Trubac*, assistant professor of finance, "that our undergraduates have a decided advantage over non-business graduates in business schools; I therefore see a continued and more promising future for our college." Moreover, Dr. Trubac maintains that the student can obtain a liberal education in the B.B.A. program. Dr. Trubac is one of seven members of the newly formed College Council "which will advise the dean on college matters, including curriculum development." He sees the increase in class size, with its detrimental effect on quality of instruction, as one of the major problems which must be solved.

Dr. Trubac received his B.S. from Manhattan College and Ph.D. in economics from Syracuse in 1965. He joined the faculty of Notre Dame in 1960 and taught while working on his dissertation. He is personally engaged in research in economic forecasting, experimenting particularly with the increased use of computers in this field. He has also done consulting work for industry in economic forecasting.

Dr. Trubac brings his ability in forecasting business conditions to play in his Business Conditions Analysis course, where he advises students in their own projects in the field, and in the related use of the UNIVAC 1107. The results, in which the students predict the components of the economy for the coming fiscal year, are published annually in the Notre Dame Student Business Review.

FACULTY:

Edward R. Trubac
Paul F. Conway
Harry Worthington
Vincent D. Raymond
George W. Viger
Raymond P. Kent



"Whenever I hear students complaining about something, I know that they are really concerned about that topic," says Professor *Paul Conway* of the finance department. He sees Notre Dame students as being "for the most part, apathetic." Professor Conway thinks that only a small minority of the student body are actually interested and concerned enough about the affairs of the university to really give of their time and efforts and "truly get involved." He himself is a member of the newly organized Faculty Senate, and has been involved in the activities of the by-laws committee. "Thus far I have been amazed at what we have accomplished. Originally I had feared that the various factions of the faculty would hamper us from even getting a working format going. Of course, it did take some dedicated efforts by Professor Smelser to get the ball rolling, but after he did the initial leg work the harmonious action of the entire group was tremendous." Professor Conway is confident that the Faculty Senate will be able to assume a leading role in the affairs of the University. "We should be able to serve both the student and the faculty alike, and more important, allow the administration to assume a truly administrative role in the university. After all, a university is essentially designed for the interaction of the faculty and the students, with the administration smoothing the path."

One of Professor Conway's most prized associations is with the Finance Club. "As the moderator, I like to point to the club's record in a competition with other college finance clubs in the area—seven wins in eight attempts; that even tops Ara."



Harry T. Worthington is in his fourteenth year at Notre Dame, and his teaching career was preceded by forty years in business. "I was a sort of corporation doctor. I would enter companies when they got in trouble, such as impending bankruptcy, and try to get them back on their feet. As soon as I had one company back in good shape, I went on to another." In this capacity Professor Worthington was able to be a part of a great variety of companies, from paper manufacturers to textile firms, and even heavy industry. This variety enabled him to achieve a rather diversified background, and he feels that it was this broad background that suited him for teaching. "If I had specialized in just one particular industry, I doubt if the university would have hired me in the first place."

"Teaching here at Notre Dame has been very good for me," says Professor Worthington. "It has kept me around young people, and that has helped me a great deal. The students have become more active and interested over the years, and so has my interest and enjoyment of teaching."



After ten years in industry, *Vincent D. Raymond* entered the field of business education. He completed his undergraduate work at Rutgers and earned an M.B.A. from Harvard. In 1957 Mr. Raymond came to Notre Dame, where he currently teaches management courses and is also assistant dean of the College of Business Administration. "I have found the quality of the students to compare with the finest in the country. In my travels to other universities in connection with the M.B.A. program, I find something missing in the students when I compare them to the Notre Dame students I have contact with. I even notice this difference in the junior college transfers that we get. While I can't put my finger on exactly what it is, I can say that it isn't an academic superiority. Most likely it occurs in the inter-student interaction."

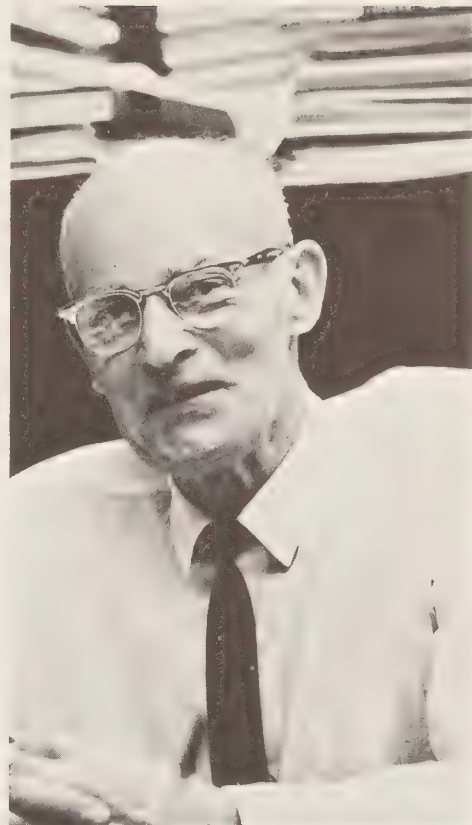
Dean Raymond believes that "The unique factor in the business program at Notre Dame is our stress on producing good professional managers. Most other colleges attempt too much specialization. I think the success of our graduates justifies our methods. The best description of our methods would be that we emphasize the concepts of business instead of the actual specialized practices."

Professor *George W. Viger* of the accounting department has been successful both as a Certified Public Accountant and a teacher. As a controller for three separate plastics and tool corporations in South Bend, Mr. Viger has been closely associated with the current trends and problems of business, especially in insurance and accounting. His personal experiences give a much more practical atmosphere to his classes.

Why does he teach? "Maybe I like it," is his reply. Mr. Viger came to Notre Dame 18 years ago well qualified, with a B.S. from Louisiana State University and an M.B.A. from the University of Pennsylvania. He has since added a C.P.A. and a C.I.U. to his record.

Mr. Viger speaks optimistically of the opportunities for business students at Notre Dame. One advantage is the school's small size, allowing a great deal of personal student-faculty contact. "Relations," however, "could be better. Classes are too large. You want the individual attention of the students. This is almost impossible under the present system."

Over the years, Professor Viger has witnessed the evolution of the university and readily admits that "teachers are better and more prepared, but the content of the courses hasn't changed. The changes we have undergone are more in form than in content." In his classes Mr. Viger strives to emphasize the significance of fact, precision, leadership, and responsibility, but admits that the instructor does have limitations. "Responsibility and integrity are important, but to survive you must learn how to get along with people. Frankly, I don't know how to teach that."



"The chief business of American society is business." With this statement Calvin Coolidge placed business into its proper pre-eminence while recognizing the paramount influence industry has had on American society. *Raymond P. Kent*, professor of finance, has spent 29 years at Notre Dame devoting his time and energy into educating responsible businessmen. In the classroom, his analysis of the enigmas of modern business situations have always been a source of integrated pleasure and learning. Mr. Kent has authored two very thorough and detailed texts, *Money and Banking* and *Corporate Financial Management*, both of which are standard texts at Notre Dame. Dr. Kent holds bachelor's, master's, and doctor's degrees from the University of Pittsburgh and has also done postgraduate research at the University of Chicago.

Dr. Kent supports the "outstanding academic standards of the Business School at Notre Dame." He warns, however, that "we ought not to be complacent among universities in spite of our achievements." In conjunction, Mr. Kent cites the institution of the new graduate school of business as another step forward. He does not feel that the undergraduate program would be "watered down" in any circumstance by a graduate program. Student-faculty relations will not be affected. He is proud that his "relationships with students have always been close and friendly."

SCIENCE: DEAN

The scientist's necessary pre-occupation with research has produced a program both awkward and inflexible.

When Bernard Waldman became dean of the College of Science last September, he assumed the leadership of the fastest-growing sector of the university. The recently-completed particle accelerator will vastly improve the research potential of the department of physics. Capable of generating up to 15,000,000 ev, the function of the tandem accelerator is to increase the energy of atomic particles in order to cause changes in the nuclear and molecular structure of a target substance. The Life Science Center, currently under construction, will house both the biology department and the germ-free research facilities of Lobund. Most of the research done at Notre Dame is sponsored by the Atomic Energy Commission. Each year the A.E.C. gives between one and two million dollars for projects in the Radiation Lab. Much of this research involves the study of the effects of radiation upon living matter.

In science there is a definite need to specialize early, and the resulting program is both awkward and inflexible. Says Waldman, "The student is forced into too narrow a slot too early. He is required to take so many courses in the beginning, that he is left with relatively little choice to the subjects he takes. I would like to see more flexibility." This early specialization results in a hard push during the first year, and there is a high rate of transfer from science to the other colleges. "There is a great deal of disappointment," believes Dr. Waldman, "in the first year. It is a vast change from high school, and it is generally just not what the freshmen expected. This is especially true in physics, where students

often come to the college having enjoyed working with car engines, radios, and simple electrical gadgets in high school. Yet this is not physics, and they overlook the great deal of mathematics in physics."

Money is a large factor in the competition for qualified faculty, as is the availability of research facilities. About two thirds of the total faculty are those who teach and do research. Those members who only do research cannot receive tenure, since their research project would cease to exist if their contract were suspended. Librarians and technicians make up the rest of the faculty. Dr. Waldman notes that, "When a faculty member decides that he wishes to do some type of research, he submits his plan in writing to the appropriate backing organization. The government does not come to the University asking for a professor to do some research. Rather, all ideas for research come from the faculty members themselves."

Dean Waldman specializes in low energy nuclear physics, and is a member of many organizations in this field including the National Science Foundation's Advisory Council on Physics. This council reviews research proposals in the field, and advises the N.S.F. on how to distribute the money it has for research in physics. In World War II he worked at the atomic project at Los Alamos, the first big government-sponsored research project. "Originally the government felt that the project could easily be completed by fifty scientists. Yet before it was completed there were over ten thousand on it."





Above, Dr. Bernard Waldman, dean of the College of Science, points to the architect's rendering of the partially complete Life Science Center. The center houses much of the LOBUND research facilities and the department of biology. The center is financed partly by SUMMA funds and partly by a 4.7-million dollar grant from the National Science Foundation.



Above, senior Brian McCarthy in cat anatomy lab.

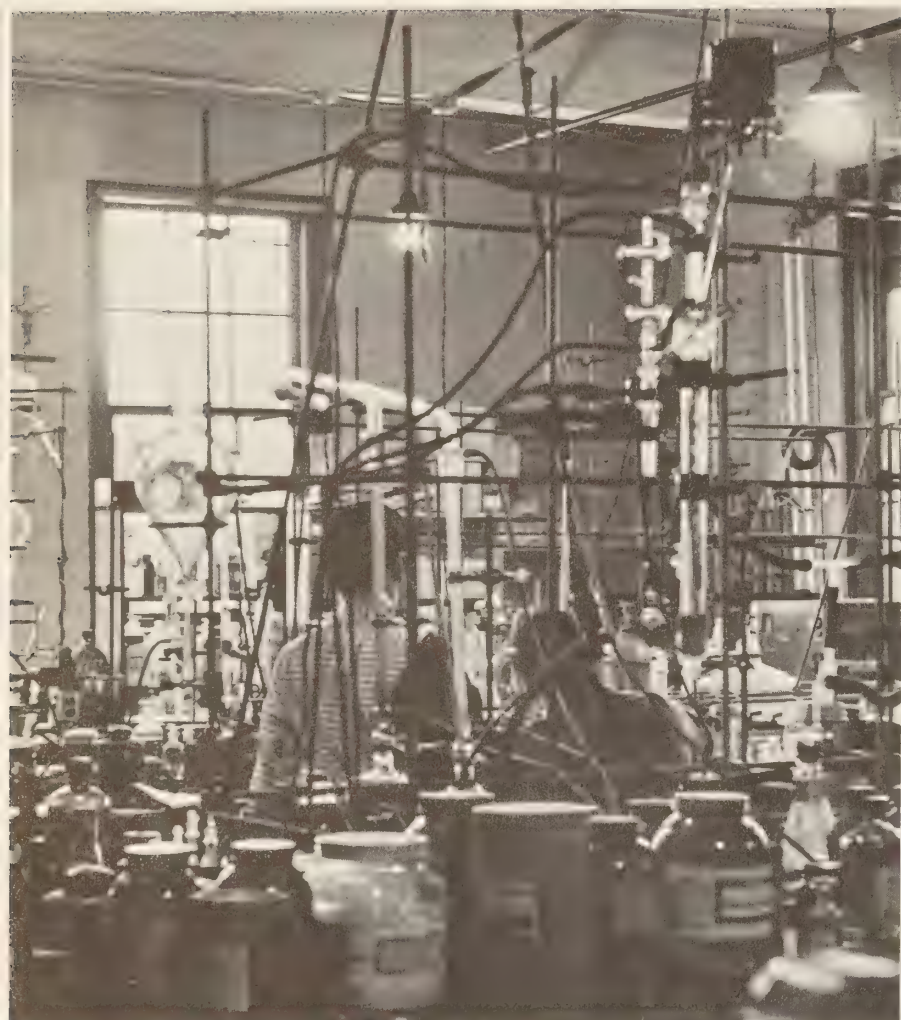
A National Science Foundation grant has started a momentum for the College of Science.

Ironically, the most prominent characteristic of the College of Science over the years has been its relative anonymity to the non-scientific community. The reasons for this situation would seem to be extremely diverse and fostered as much by the scientific community itself as by the non-scientific. Science students and professors are often notoriously typed by many as "far out," voluntarily exiled from the real world. Certainly, in reviewing the year 1967-68, the statement requires some modification. This year has been one of the college's most active. Science may well be the most exciting place on campus.

It is rather difficult to define the excitement that has developed in science. Its ingredients may be partially appreciated by a non-involved person by referring to a few facts that are not always found in the college bulletin. Above all else, there was the hint of newness in the college with the further advancement of microbiology, bio-chemistry and biophysics, and solid state physics—"fields in which Notre Dame can make a significant contribution," in the words of Dean Bernard Waldman.

On May 10, 1967, the National Science Foundation designated the University "A Center of Excellence." Full approval was given to a proposal requesting a grant of \$4.78 million in a science development program to be expended over a three or five year period. The needs for renovating present facilities, obtaining new and sophisticated equipment, hiring more educators and researchers, and the general expansion of research opportunities in the community posed formidable problems. Five million dollars and the grant's first anniversary have not worked any miracles, but they have marked a new momentum. The grant seeks to augment three broad areas: faculty, departmental equipment, and building facilities. A total of thirty men are to be added to the various faculties in the near future. The first half of the Life Sciences Building south of the library is already occupied and the second half is scheduled to be started next fall.





Opposite, above, professor Emil T. Hofman in his infamous freshman chemistry course.



Dramatic development in microbiology, biochemistry, biophysics, and solid state physics.

A chemistry research building is presently in the planning stages. 1967 saw the installation of a \$1.87 million Van de Graaff generator to accelerate low energy nuclear physics research. Added to these developments was the five million dollars received by the 120 members of the research and teaching faculty and the 40 members of the professional research and specialists faculty for individual programs.

But something lies even closer to the meaning of excitement in the college. Science is no different from any other pursuit in its need for inter-school and inter-group communication; it is probably even more important in light of this area's dependence on uniting techniques and knowledge from a variety of very specific disciplines. Through the "Challenges in Science" lecture series, Notre Dame hosted Dr. Charles A. Hufnagel, heart surgeon and 1937 graduate; Dr. Frederick Seitz, President of the National Academy of Science; Dr. Willard Libby, California Nobel Prize winner; and Dr. W. O. Baker, of Bell Telephone Laboratories. The Nieuwland lecture series, supported by royalties from the original patents of Rev. Julius Nieuwland of Notre Dame, welcomed biologist Rene Dubos and biochemist Severo Ochoa, Nobel Prize winner from New York University. A third lecture series, the chemistry department's Reilly series, added the names of Rabinowitch and Eschenmoser to the calendar.

The other part of the excitement of science is probably the most important part of any year because it is the college's reason for existence: the faculty-graduate-undergraduate relationship. Per-



The price of advancing education may well be increasing competition

haps this is the source of the undergraduate's apparent aloofness. Too often, potential excitement has failed to be actualized in individual students. The price of advancing education may very well be increasing competition. Dr. Ralph Thorson, biology department chairman, noted recently, "it is unfortunate, but too often the science major in worrying about grades chooses to bypass excellent films or lectures, for instance, associated with the literary festival." At the other extreme in the context of student life, science may take on the proportions of a second loyalty. It is a difficult task to develop the professional interest while maintaining close ties with extracurricular affairs.

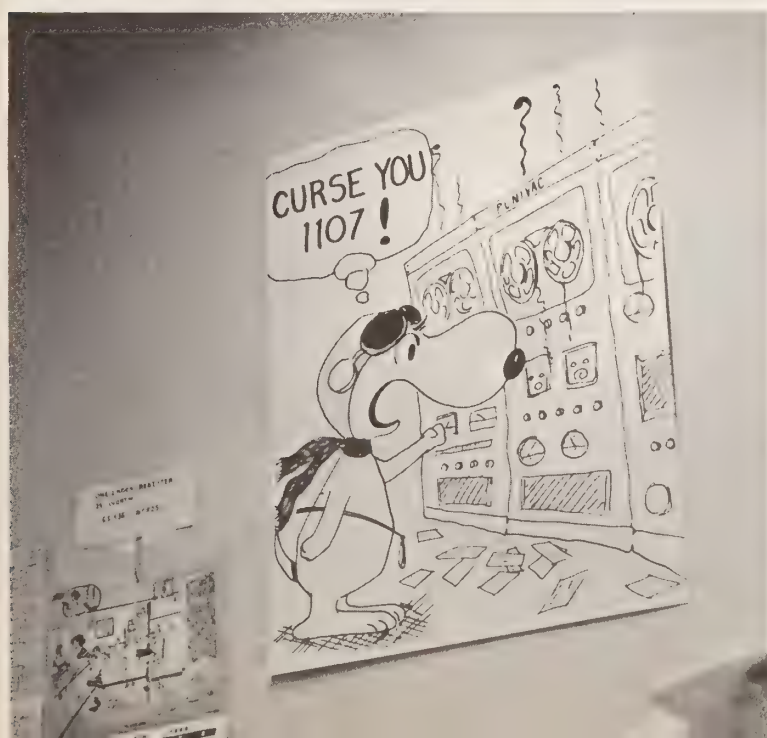
Since 80 percent of the undergraduates go on to graduate work in science, grades become relatively important. Dean Waldman notes, "grades can be a measure of motivation as well as ability. We are constantly being measured against others and our own capacity, whether it be in graduate school or job application. The student has to worry about his grades since they along with his graduate exams may well determine his advanced education." Whether this is good or bad, it has in the past determined the activities of a large number of students.

With the obligation of transmitting the excitement as well as the black and white textbook material, the College of Science has turned more and more in the past year to direct faculty-undergraduate associations, individual advisory systems, and undergraduate research. While it is not new, the burden of the direct relationship has become more significant in outlining the future of the college: the complete integration of the student in the "Center of Excellence."



Above, professor Cornelius P. Browne is working on the installation of the physics department's new 1.87 million dollar particle accelerator. Right, a view of the interior of the accelerator.



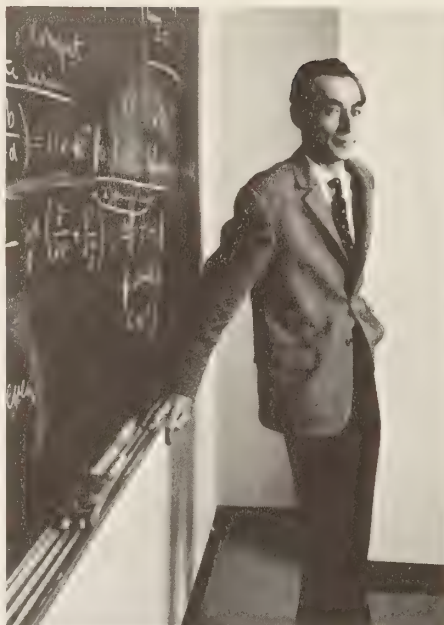


"Chemistry and chemical engineering in the classroom and in the marketplace are two different things." The chemical industry is primarily concerned with making money, says *Dr. George F. Hennion*, while chemistry and research in the university are not concerned with this. Dr. Hennion balances the two extremes. For many years an industrial consultant, he actively engages in industrial research and process development. At Notre Dame, he devotes his research to "classical" organic chemistry—tackling chemical problems experimentally. His research has produced well over 100 published articles, mostly in the *Journal of the American Chemical Society* and the *Journal of Organic Chemistry*, and a score of patents.

The chemist and the chemical engineer, he says, must be trained in three areas: practical information, physical-chemical-mathematical theory, and laboratory skills. To Dr. Hennion, the de-emphasis of practical information in major sequence courses leaves students with a gap in their education which can only be filled by a program of outside reading.

But Dr. Hennion believes that technical education is not paramount to success. What industry wants are "character; personality, particularly the ability to work productively with others; and technical-scientific knowledge in that order." Notre Dame tries to give its students all three qualities. The university provides the tools to "learn much well fast, and get along with others." To Dr. Hennion, this is what technical education must offer.

Dr. Hennion sees the Notre Dame science student as "unusually well balanced." In 40 years as a student and a teacher here, he finds that students have changed little—"Lads today are probably somewhat more sophisticated and perhaps more cynical than in former times but they still seem to realize that career success depends very much on competence and character." He feels that "students should be given freedom to the extent that they are willing to accept the commensurate responsibilities." The Honor Concept, he says, is a "giant step" in this direction. But in a broader view, he claims that only one rule is needed to govern the entire university: "Every individual member shall conduct himself at all times and in all places as a Christian gentleman-scholar."



A native of Japan, *Dr. Yozo Matsushima* did his undergraduate work at Osaka University, taking his Ph.D. at Nagoya University in 1947 (the masters degree was not introduced into the Japanese educational system until some time after the war). He taught for a total of twenty years at these two universities while adding other distinctions to his career before his arrival here as a full professor of mathematics in 1966. Besides acting as an associate to the Central Nationale Research Scientifique of Paris in 1954, he was a visiting member of the renowned Institute for Advanced Study at Princeton in 1962 and a visiting professor at the University of Grenoble, France for the 1965-66 academic year.

In addition to conducting a Pro-Seminar for graduate students, Dr. Matsushima teaches Algebra III to science and arts and letters math majors. His remaining professional efforts are concentrated in the analysis of Lie groups, about which he is writing several papers.

Based on his literally world-wide teaching experience, he has some interesting observations to make on the contrast between American academic pressure and that of Asia and Europe. In Japan and France, competition in high school is extremely high, because the social system dictates the expediency of attending the best colleges and universities. A considerable portion of the students who gain entrance to these schools tend to "relax" and "devote considerable time to political involvement." Dr. Matsushima, who has a son at Adams High School in South Bend, notes that secondary education in this country is much more relaxed because of the abundance of good colleges and universities, but that the average Notre Dame student is a "much harder worker" than his Japanese or French counterpart and is "much more sensitive to his grade."

Dr. Julian F. Haynes of the biology department is a first-rate coelenterate morphologist. After receiving his A.B. from Rice University and Ph.D. from Western Reserve University, he has devoted most of his research to this area. However, he explains that "your mind has to be warped into a particularly narrow crevice to appreciate the development of a coelenterate." A conversation with Dr. Haynes soon switches to crevices with slightly wider appeal.

Among his chief interests are new methods in teaching. Dr. Haynes heads the New Modern Concepts in Science course open to freshmen with non-science intents. The course makes extensive use of films, tapes, and other teaching machines. In using the machines the student advances at his own rate, learning much of the basic information without the necessity of an instructor. Dr. Haynes believes that "by freeing the teacher from 90% of previously wasted time, he can devote his time to in-depth teaching with seminars and smaller classes." In line with this idea, the students in the course meet in small "assembly groups" each week. While Dr. Haynes admits that there are yet many faults with this method, "we cannot afford to pass over these advances until we have discovered what benefits they hold. The common lecture-lab program of study can obviously be greatly improved."

Dr. Haynes has spent the last two years as a prefect on Keenan Hall's third floor. About Notre Dame he says: "I came here because I was impressed by a young, active faculty that seemed to be going somewhere. This is a good place for an undergrad; he has a unique opportunity here. The school is small enough so he does not become a mere face in a lecture room, and yet large enough to expose him to contemporary exchanges with outside people." Haynes has been encouraged by students' ability to take on responsibility. He is especially interested in working toward a "cohesive union" in student-faculty relations. "I still think that the student should not determine my salary," he says, (as suggested by the National Association of Student Governments) "but I'm finding more each year that the students can contribute to our faculty."



The student has it easy in *Dr. Harvey A. Bender's* 9:30 MWF course. He can use the first fifteen minutes of class time to doze, read the paper, work the crossword puzzle or, yes, listen. He'll hear names like Sturtevant, Morgan, Bridges, Watson, and Crick. He'll learn how each of them caught and trained their first *Drosophila*. He'll learn the eating, drinking, and sleeping habits of Gregory Mendle (Doctor Bender was his bottle washer). He'll learn that soon, very soon, geneticists will rule the world and change the chromosomes of anyone who disobeys. This quarter hour is Harvey Bender's way of expressing the excitement of genetics.

Doctor Bender received his bachelor's from Western Reserve and doctorate from Northwestern. Following postgraduate work at Berkeley, he came to Notre Dame in 1960. He has since taught genetics to both graduates and undergraduates. In addition, he has done extensive research in developmental genetics. Presently he is studying the effects of addition of new genetic material in his beloved fly, *Drosophila melanogaster*. By irradiation he has caused breakage of the chromosomes, which results in abnormal replication, producing an extra chromosome. In studying the resulting "double doses" of certain genetic elements (genes) he uncovers more information about the specification of these genes. As he describes it, "We're creating our own genetic systems and watching them grow . . . which is kind of fun, you know."

Dr. Bender excels in one other area: football score predictions. Each Friday's class during the season ends with a prediction. One year he met with such success that WSND asked him to give his predictions the night before each game. Last year, however, his percentage slipped and he has temporarily retired from show business.



FACULTY:

George F. Hennion

Yozo Matsushima

Julian F. Haynes

Harvey A. Bender

Thomas P. Fehlner

Walter C. Miller

"It was nice to get off by myself as the director of my own little program," says *Dr. Thomas Fehlner* in regard to teaching. "If I had gone into industry I would have been a small cog for many years until I reached the management level." Dr. Fehlner is currently in his fourth year of teaching at Notre Dame. He compliments his teaching by research involving the phosphorous hydrides, and has assisted a few undergraduates in a study of chemical reactions that take place in ice.

Dr. Fehlner sees an importance in introducing more flexibility into the programs of science majors and as such he often advises students to take as many arts and letters courses as they can. Says Dr. Fehlner, "I had a liberal arts program on the undergraduate level myself, and while I had to struggle a bit to fill in the gaps early in grad school and to catch up to those students whose undergraduate background was in science, I think I was at a distinct advantage in the long run." Dr. Fehlner believes, "Probably the largest problem facing undergraduate science students is the tug-of-war between business and grad school after the B.S."



"Physics 25-26" and "Dr. Miller" are familiar names for 250 or 300 engineers by the conclusion of their sophomore year. *Dr. Walter C. Miller* is the exclusive teacher of third and fourth semesters of the general physics required of all engineering students. Presenting a required course to a large body of students involves significant problems and Dr. Miller attempts to solve them by a vigorous lecture and more personal tutorial program.

After receiving his bachelor's degree from St. Joseph's College in Philadelphia and his masters from Notre Dame, Dr. Miller worked on both the University of Chicago and Los Alamos divisions of the Manhattan Project before taking his doctorate here in 1948. He has been in our physics department since then and is now a full professor. In addition to the physics course, which comprises his teaching assignment, he devotes several hours a week to advising five graduate students, three of whom are working on their Ph.D. dissertations. He is also correspondent-principal investigator of an Office of Naval Research contract with the university and co-principal investigator for a National Science Foundation grant in nuclear physics. A large part of the grant is directed towards the construction of the new two-and-a-half million dollar Van de Graff accelerator which will supplement the older model constructed under the direction of Dr. Waldman and Dr. Miller himself.

"The transition which the university is undergoing is reflected in the students' more aggressive demands for freedoms which they should have." Speaking from personal experience, Dr. Miller sees an acceptance of responsibility as a necessary condition for the increased freedom. As chairman of the faculty advisory committee to the Honor Council, a position which he finds most gratifying "because of the maturity of the students involved," he was instrumental in the formulation and establishment of the honor code, then the Honor Concept. Before a recent increase in student responsibility, he notes, such an ideal was impossible; several years ago the student body voted down an honor code "because they weren't ready to accept the responsibility."



Paul R. Chagnon is a devoted recorder player, a dedicated researcher in nuclear structure, and a fascinating teacher of physics. He is a quiet, soft-spoken man with a subtle sense of the ironic that makes his class lectures consistently interesting.

Dr. Chagnon received his bachelor's from Holy Cross and his doctorate from Johns Hopkins and taught for several years at the University of Michigan before coming to Notre Dame in 1963. He teaches undergraduate courses in electronic devices and electricity and optics. He is a specialist in nuclear structure and currently heads a group of graduate students investigating energy levels of atomic nuclei. Using the University's four Mev van der Graaff generator, Dr. Chagnon accelerates a helium nucleus which then collides with a pre-determined molecule. The energy level differences before and after collision enable Dr. Chagnon and his associates to predict the exact structure of this molecule.

Dr. Chagnon feels that the major strength of the physics department is the "concern shown for the undergraduate students and the help and encouragement" that they are given from all members of the department.



FACULTY:

Paul R. Chagnon

James D. Stasheff

George B. Craig

Theodore J. Starr

Roger K. Bretthauer

B. Sobochinski

For *James D. Stasheff*, "mathematics is a gratuitous activity in the best sense—in the sense that music and poetry are gratuitous." It is an activity that need not refer beyond its intrinsic beauty and justification," he says. However, "pragmatic arguments can be adduced in favor of it to satisfy even the most hard-nosed of pursestring holders when necessary. Questions as to relevance become otiose, when, as with music or poetry, the questioner is taught to appreciate mathematics himself."

Dr. Stasheff, who holds Ph.D.'s from Oxford and Princeton, joined the faculty in 1962. A specialist in topology, he teaches graduate courses in that field and the honors calculus section to freshman mathematics majors. He will spend next year in research on a grant from the Sloane Foundation.

"A mathematician," according to Dr. Stasheff, "is a man who sees patterns. One who by his training and abilities is equipped to explore and chart unknown reaches of mathematics, the creation of the mind that paradoxically seems to have an existence apart from it, and whose revelation to the mind is a mysterious and never-ending process."



Since 1960, *Dr. George B. Craig* of the biology department has been heading a group of 20 professors, graduates, and undergraduates studying a peculiar type of family planning. Their subject is *Aedes Aegypti*. This mosquito is responsible for the spread of yellow fever and other parasitic and viral diseases found in the tropics and subtropics, including the southeastern United States. In recent years a greater amount of time and money has been poured into the use of insecticides with increasingly poorer results as resistance to these insecticides builds in the mosquito. "Entomological work," says Dr. Craig, "was stymied by the widespread belief that chemical agents such as DDT were the only answer. The insecticide research almost destroyed imagination".

However, the "creative entomology" of Craig's Mosquito Genetics Project is loaded with imagination, and the results look extremely promising. Working with Craig are Dr. Morton Fuchs (biochemical genetics) and Dr. K. S. Rai (cytogenetics) of Notre Dame, and Dr. William Hickey of St. Mary's. Their methods have included distorting the sex ratio in mosquito colonies, inducing sterility in males and injecting females with a substance which prevents insemination. In one of the genetic control methods, Craig's group made the mosquito his own enemy. They have produced a mutant strain whose progeny are 95 percent males. When a large number of these are released in an infected area, they soon breed themselves into extinction. One such population was thus eradicated in 42 weeks. Last summer, Craig's Project set free ten thousand mosquitos with a special genetic marking. Encouraging results were obtained as offspring from this group began turning up in surrounding areas. This spring, over a million male mosquitos were released (the females are the biters) for further study.

Dr. Craig sees much work ahead. "Insect protoplasm has a way of snapping back. You just can't go out and spray them to death, and our methods may do nothing more than show new strengths of this hardy mosquito. The traditional control is death-control. From sociologists we are beginning to learn that birth control is another means."



The work of *Theodore J. Starr*, an integral member of the microbiology department, belies the frequent complaint that the researcher and the teacher cannot be combined. The two complement each other on every level of his work. Much of his research centers on the behavior of the organism under germ-free conditions; he is searching for a more fundamental understanding of the life processes through the use of a specialized environment. Searching for control on every level of an experiment, the researcher becomes fully aware of a universal doubt necessary to realize the flaws of the scientific mode. This real sense of the nature of scientific knowledge gives the teacher the added insight possible only through research situations.

University research and its support by the federal government have been questioned since the University of Pennsylvania controversy last year. *Dr. Starr*, speaking from an informed position on the scene, suggests preliminarily that the present structures of the academic community make it necessary that the support of the government be accepted. He defends the present system of support for the individual researcher and rejects the notion that funds should go directly to the university administration. Such a group, he feels, would probably be one-directional in their management of funds and such a monolith would negate the entire validity of research coordinated with teaching. He does suggest that the framework of an institute might be a more effective method of broadening the support procedures now used and points to the success of the AEC supported Radiation Research Institute on campus in removing the burden of obtaining grants for research from the individual.



There is no department of biochemistry here at Notre Dame. It exists as a division of the department of chemistry. "When I first came to Notre Dame four years ago," related *Dr. Roger K. Bretthauer*, "there was only one other professor of biochemistry in the department and only two graduate courses. At first we had to teach other courses in other areas, of chemistry. I conducted some labs for pre-med students, in order to fulfill the minimum teaching requirements of the University. Now we have five graduate courses in addition to seminar programs."

Rapid growth has been the best phase to describe the biochemistry program since that time. "We now have four professors and eventually hope to achieve a critical mass of six professors in our area. The recent National Science Foundation grant to the University will be a great help to our progress."

As a consequence of the building process of his field, *Dr. Bretthauer* has had little time for outside activities. "At first I had to get my feet on the ground with respect to teaching and a research program, then we began to refurbish our research laboratory facilities completely—that wasn't an overnight task!"

Currently, *Dr. Bretthauer* is involved in the planning and implementing of an interdisciplinary program between the departments of microbiology, biology, chemistry, and physics. "The main task of this program will be to encourage and aid over-lapping research in these disciplines. We hope it will enhance Notre Dame in the eyes of both professors and graduate students, and will enable us to expand our research in each of these disciplines."

Dr. Bretthauer advises many students in their research. "Our graduate students are good and do not lack in ability. However, when they first arrive they do lack knowledge of biochemistry. This is through no fault of their own. It's just that there are very few undergraduate majors in biochemistry offered at American universities."

Dr. Boleclaw Sobochinski is both a scholar and a political refugee from his native Poland. The tension in his life has driven him to become an outstanding scholar in formal logic and the leading proponent of the Lesniewski school of logic in the world. He spent some years teaching at Warsaw after completing his doctorate and his *Privat Dozen* both at the pre-war University of Warsaw and in those parts of it that went underground during the war. As a result of his wartime involvement with the Polish Resistance, he was denied his first faculty nomination and forced into hiding in his native country. He subsequently fled to Belgium and finally to the United States where he first worked on the logical design of computers. He has taught mathematics here since 1956.

Dr. Sobochinski's interests center on symbolic logic and the foundations of mathematics. The unique recognition accorded the achievement of *Lukasiewicz* and *Lesniewski* and the rest of the Polish school has resulted largely through the efforts of *Dr. Sobochinski*; in America and England the basic, and opposed, logic has been that of *Russell* and *Whitehead's Principia Mathematica*. *Dr. Sobochinski* has used the tension between the two to further creative dialog, especially in the *Notre Dame Journal of Formal Logic*, which he founded in 1960 and has edited since then.





FOREIGN STUDIES:

The University of Sophia in Toyko has been added, with plans for expansion to Formosa and Chile.

While it does not receive as much publicity as many other university programs do, the Sophomore Year Abroad is one of the most popular, successful, and important. Knowing France, Austria, and Japan as places on a map is one thing, touring them on a three week vacation another, but living there for an entire year is a unique and culturally enriching experience. Besides acquainting the students with a different culture and providing the best circumstances for learning to speak another language fluently, the Sophomore Year Abroad affords the student with an opportunity to meet and understand people whose life is altogether different from that in the United States. These students return with invaluable knowledge, experience, and an expanded view of the world.

Presently Notre Dame has three such programs. The first was initiated four years ago in conjunction with the University of Innsbruck in Austria. A year later Notre Dame and Saint Mary's arranged a similar agreement with the University of France at Angers. Then last year the program was expanded to another continent when Notre Dame sent thirteen students to the University of Sophia in Tokyo, Japan. William Burke, dean of the Freshman Year of Studies, states that, "the idea of studying abroad has become so popular that I have begun arrangements with universities in both Formosa and Chile."

Having interviewed hundreds of freshmen, Dean Burke notes that an increasing number of students have come to Notre Dame primarily concerned with "an ardent desire to serve mankind rather than a mere desire for the financial rewards of a college education." This observation is easily verified by a few of the freshmen who will participate in the program next year. Kevan Wifvat, who will study in Innsbruck, hopes that, "by exchanging ideas with Austrian students, I can better understand their problems and at the same time help to alleviate some of the misconceptions which they might have about Americans and our problems." Henry Ring, who will study at Sophia, hopes to better understand the United States involvement in the conflict in Southeast Asia by observing the basic contradictions between the two cultures and listening to the views of the Japanese students which could shed a new light on the situation.

This year there are 36 sophomores at Innsbruck, 36 Notre Dame and Saint Mary's students at Angers, and 13 sophomores at Sophia. Next year the number of participants in the Sophia segment will be increased to 22. The prerequisites are exacting enough to permit only those students whose desire



Opposite, above, the members of the Innsbruck Foreign Studies group (in alphabetical order) are Robert Arnot, Tim Berry, Christopher Bonwit, Charles Bradley, Paul Buchbinder, Ken Buser, Michael Celizic, Chris Cotter, Bob Coughlin, Martin Donlan, David Edmonds, Jeff Eisenman, Colthaddeus Gage, Tim Forward, Michael Gerrity, Tom Heinen, John Higgins, Earl Hurd, Albert Isenman, James Laflin, Leo Lensing, Bob Northup, Michael Nussbaum, James O'Connell, James Peters, Richard Riehle, Richard Schlegel, Dan Sedley, Charles Shafer, Stephen Shields, Stephen Tapscott, J. Benedict Thomas, Richard White, Brian Wilson, Robert Wingerson, Michael Yarbrough. Opposite, below, the members of the Sophia Foreign Studies group are: Henry Domzalski, Charles Holmes, John Huskey, Robert Miko, Terrence O'Brien, Michael Otto, David Scott, Frank Seseck, Ribert Simons, Thomas Smith, Enrico Doggett, Dennis Devlin, and Louis Sandock.



Above, Notre Dame students in Angers, France, in a basketball game with students from Bordeaux and celebrating their victory afterward in Angers' City Hall. Opposite, above, the members of the Angers Foreign Studies group (in alphabetical order) are: Sergio Baeza, Richard Barber, Warren Bowles, Lawrence Brisson, Donald Buckley, Michael Byrnes, Robert Colson, James Crowe, Daniel Dillon, Thomas Edman, John Fonseca, Patrick Kealy, Thomas Kronk, John Lyons, James McConn, Hugh McKenna, David Mikelonis, Stephen Mysliwiec, Clement Nilan, Daniel Oberst, Thomas O'Connell, William Patrick, Robert Petrie, Robert Schmuhl, Kevin Smith, David Testone, Trujillo Andres, Thomas Ward, Gregory Wood, Carolyn Bayer, Marybeth Bradfish, Judith Courtney, Lynne Hauck, SuAnn Malone, Dorothy Strieber, and Christine Turkal.

Students look to sports, travel, folkdancing, and a Marxist-Leninist Party meeting for their most important foreign contacts.

is genuine and are academically capable of participating in the programs. Students must pass a rigorous and comprehensive course in the language, attend many extracurricular meetings, maintain a high cumulative average, and be in good health.

The courses the sophomores take at the foreign universities are similar to those they would be taking at Notre Dame, except that they are taught in the native language. While the curriculum varies from time to time, it generally consists of history, literature, theology, philosophy, international law, and a social science.

Many of the students who study abroad report that the non-academic activities are really the most beneficial. Brian Wilson, currently at Innsbruck, attends classes in fencing and folk dancing. "The outside activities are the best way to make contact with the Austrians, particularly those of our age." Five students attended a meeting of the Marxist-Leninist Party of Austria. After listening to continuous verbal condemnations of the United States, a few, to their later surprise, rose in defense of our policies. The meeting resulted in a violent shouting contest and was quickly dispersed to avoid a fight.

Those who have studied abroad for a year feel the academic schedule is particularly good in its allowing extra time for free excursions by the students. A number of lengthy vacations are periodically spaced during the year to permit extensive travel throughout Europe. During the month-long Christmas vacation this year, Charles Bradley and Marty Donlon toured Florence, Rome, the Vatican, Pisa, Naples, and Athens and were able to attend the Pope's Mass and hear his message on Christmas Day. Some students were able to travel through the Balkans and into Western Turkey. On the return trip they were involved in a minor automobile accident in Yugoslavia. "Getting out of that one made a speeding ticket in a hick town seem like kindergarten," remarked John Higgins. Still other students spent the entire vacation skiing on the slopes of Austria and Switzerland.

The popularity of the Sophomore Year Abroad program is testimony to its importance and worth. With the proposed expansion of the program in the near future, more students will be able to participate and experience life in a different culture. As in many of the other outstanding programs in the university, the major drawback to the Sophomore Year Abroad program is the small number of students that can participate.





Above, Clay Billingsley leads Ed Odmark and Myron Cramer through winter field exercises. *Opposite, above*, Major Walter Burns presents Cadet Thomas Mignanelli with the Cadet of the Month Award. *Opposite, below*, The department heads of Navy, Air Force and Army ROTC are, left to right, Captain Louis J. Papas, Colonel Victor J. Ferrari, Colonel John J. Stephens.

ROTC:

Training to give cadets some idea of the problems of an officer in command: more than lessons in shoe shining, good grooming and straight lines.

Some warm afternoon in mid May the casual observer is likely to notice a great deal of activity along Notre Dame Avenue in the field just South of the Continuing Education Center. Through the crowd of protesters and sign carriers he may possibly be able to catch a glimpse of several hundred uniformed men, either standing or marching in near-perfect military bearing. Now, if this same observer were to stop and inquire into the proceedings, he would be told that he was witnessing Notre Dame's Annual ROTC Presidential Review.

Notre Dame's Air Force, Navy, and Army Reserve Officer Training Corps units offer a great deal more than lessons on shining shoes, keeping hair trimmed, and marching in a straight line. For grooming the outside man is only one task met by the ROTC. A second is handled in the classroom. Classes cover literally hundreds of subjects from the operation and handling of various weapons, to navigation, historical facts and political theories about the operation of the U.S. government, NATO, and the United Nations. In addition each year the Air Force sponsors a series of weekly lectures, open to the public, on topics ranging from commando tactics to a lecture by the assistant Secretary of the Air Force John A. Lang, Jr. Air Force cadets also have the opportunity to go to many of the important military installations in the country such as NASA headquarters, Cape Kennedy, and Mather AFB (the Air Force Navigator Training Center).

The ROTC units also act as service organizations to the campus. The Army Drill Team carries the Notre Dame name to many of the nation's major drill meets; honor guards, made up of members of all services are sometimes sent to greet visiting dignitaries; the Bi-military (Army-Air Force) Band plays upon request for activities of both the university and South Bend; and, of course, there is the familiar honor guard which takes part in the flag raising ceremony at each football game.

Naturally, a major part of ROTC training is to give the cadets some idea of the problems and responsibilities of being an officer in command. For this reason much of the actual administrative control is done by the cadets themselves. This year the student commanders of the three units were: Cadet Col. Thomas V. Chema (Air Force), Cadet Midn. Cmdr. James S. Polk (Navy), and Cadet Col. Joseph B. Mannelly (Army). These three men had the enormous task of making sure that everything sponsored by the ROTC this year occurred on time.



LAW SCHOOL: New Law School Dean Lawless confronts a problem: the draft.

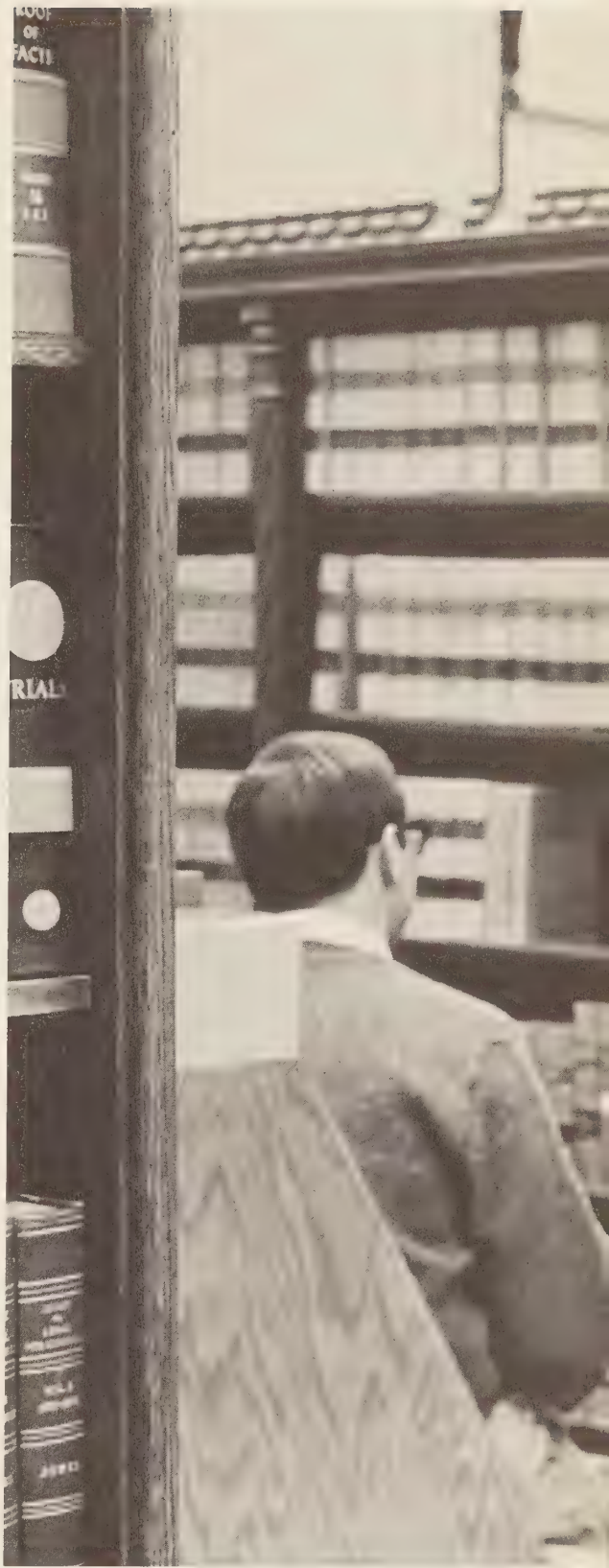


On the eve of its centennial, the Notre Dame Law School saw a change in deans, as Joseph O'Meara, who had served as dean since 1952, was replaced by Judge William B. Lawless, formerly of the New York Supreme Court. Dean O'Meara was responsible for many innovations in the curriculum during his 13-year tenure as dean of the school, including improvements in the academic standards and the six-year combination programs with the Colleges of Arts and Letters and Business Administration.

Dean Lawless is no stranger to Notre Dame, having graduated from the Law School in 1944 and served as President of the 3000-member Notre Dame Law Association. While a student he was editor-in-chief of the *Notre Dame Lawyer*, the school's student review. Lawless is faced with an immediate problem during his first year as dean: the draft. "With the change in the draft laws," says Dean Lawless, "there is no doubt that our future enrollment will be somewhat affected. However, I doubt that it will be as drastic a hinderance as most people make it out to be. After all most of the law students will be old enough to be by-passed by their draft boards. Still there will be, no doubt, a number of potentially excellent law students whose education will be disrupted by their being drafted." He foresees one major innovation as being almost a dire necessity, the introduction of an overseas program, in which second year law students will be sent to England for a year of study. Says Dean Lawless, "Since the foundation of our legal system is that of the British, I think such a program is not just a supplement but a necessity."

The only contact between law students and undergraduates of any consequence is at the prefect-dorm resident level. But a close relationship with undergraduates is difficult to attain. One prefect who has tried to remain more of a person and less of an overseer is Steve Madonna, a senior in the Law School and the fourth floor prefect in Breen-Phillips Hall. "If I was to just be a tyrannical judge and enforcer to the students," says Madonna, "I feel that I would be misinterpreting my job. I should also try to help the students. However, it is the proverbial two-way street, for there are many times when I learn something of value from the undergraduates."

One opportunity for closer contact is the Moot Court. Senior law students get an opportunity to try hypothetical cases with a judge from the district court in South Bend on the Bench. Undergraduates are chosen to act as jurors. For prospective law students this offers an excellent chance to see first-hand the actual procedure of a trial, and some of the pains that a young lawyer can have as he is constantly reprimanded by the bench for his errors. However, this program goes unheralded and unknown to most undergraduates. If such programs were more publicized and more frequented, a closer interaction between law students and the rest of the university could be more than a fond hope.



Above, Bernard Ward, professor of law, answers questions after his Contracts class. The class is required of all first year law students.

The proper time for assessing an institution, for seriously viewing its contributions to the society it is a part of, is when it is on its deathbed; normally the assessment is prompted by attempts to revive the institution. In the case of the Graduate School here, and indeed, graduate education in America today, that is not the case; the plain situation is that a comatose state has been assigned it by the government of this country. Notre Dame's Graduate School expects to have two hundred fewer

GRADUATE SCHOOL:

A community without definition beyond the department level, the grad school is not at all integrated into the university.

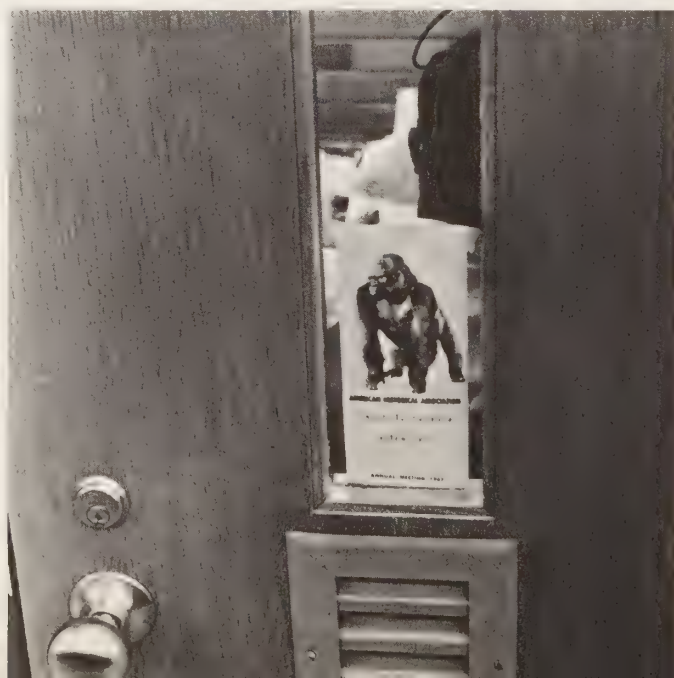
students next year. In terms of sheer numbers, that is twenty percent of the student body of the graduate school, but in terms of people, that is virtually all of the young men who will receive baccalaureates this June in America and who had intended to pursue studies toward a higher degree directly. The other students—a few IV-F's, women, older men—will continue and compose the bulk of the students.

The dean of the Graduate School, Paul E. Beichner, C.S.C., in discussing this decrease in enrollment agreed with the American Council of Graduate Schools in their suggestion that the American Universal Military Training Act should be administered through a national lottery using random selection; in this way, he felt that fewer students' educations would be interrupted. Father Beichner said that while it is necessary that "every American run the risk of being drafted," he felt that "to run the risk in such a fashion as to disrupt everything" was a poor policy.

To consider the expansions of the University in the past year, excepting the Athletic and Convocation Center, is to look at facilities that serve stu-



Above, Rev. Paul Beichner, C.S.C., dean of the Graduate School and a distinguished Chaucerian. *Below*, The tenth-floor carrell in the library of Ralph Pastore, a history doctoral candidate. *Opposite, right*, the "pit" in the basement of the library that serves cold food and acts as a meeting place for Arts and Letters graduate students. *Opposite, below*, a graduate physics seminar in Nieuwland Science Hall.



dents, both undergraduate and graduate, and faculty members. The physics department's particle accelerator, the facilities of the new LOBUND laboratory, as well as the projected Health Sciences Center and the newly planned Engineering Complex, all serve the three essential components of the university. But such consideration overlooks one of the basic problems of this community of scholars (and we must always revert to that definition of a university) and that is simply that these three components are not integrated at all.

The graduate students live their social lives in groups formed along departmental lines; this is the result of the obvious fact of using generally the same facilities in the library or laboratory and taking approximately the same program of courses. Part of the reason this stultifying situation continues is that while the Dean of the Graduate School has actively petitioned the administration to provide facilities for graduate resident students on the campus, the administration has consistently planned around those petitions. The social proximity a graduate student dormitory on campus would provide would enrich the whole education opportunity of the graduate school; this has been demonstrated in part by the graduate women's residence, which is on campus, Lewis Hall—but Lewis Hall is restricted to religious women.

The problem of graduate students getting to know one another is only one side of the more complex problem of bringing about some kind of unity in the entire student body, including both undergraduate and graduate students. The dean of the Graduate School has suggested that such a unity would be unfeasible because many of the graduate students exist in "a no-man's land between faculty and students (i.e., undergraduates)." He further contends that they should have a different outlook and should not be involved in what goes on throughout the campus. Their concerns are professional, beginning with getting a degree. But these contentions on his part ignore the basic fact of education, ignore, indeed, that the graduate students are here to be educated, not awarded a degree. If the idea of a community of





Left, a graduate lab in genetics on the second floor of the Wenninger-Kirsch Biology Building. Above, an individual study carrel on the tenth floor of the library. Opposite, a rare book exhibit in the Medieval Institute, located on the seventh floor of the library.



The doctoral thesis: "When you give up the hope of writing a great work on the subject, and finally settle on something they'll accept, then you're ready to begin writing."

scholars is to have any meaning whatever, then that idea must be given realization by eliminating the artificial distinctions between graduate and undergraduate students.

The philosophy of education our Graduate School is now operating with is not one which ultimately warrants the existence of a university, because when an institution becomes nothing more than a circle of fools uttering self-propagating claptrap, then it should at least have the wisdom to perform its final act of grace: it should decree its own abolition. A member of the faculty here recently described the process of writing a doctoral dissertation in this way: "First you have to give up the hope of writing the definitive work on the subject; then you have to give up the hope of writing a great work on the subject; and you finally settle on writing something they'll accept, then you're ready to begin writing." And indeed, Gibbon was right when he wrote:

Few works of merit and importance have been executed either in a garret or in a palace. A gentleman possessed of leisure and independence, of books and talent, may be encouraged to write by the distant prospect of reward and honor; but wretched is the author and wretched will be the work where daily diligence is stimulated by daily hunger.

And too obviously the confusion between degree-granting and educating institutions has shown that while books and talent may be common to both, leisure and independence are characteristic only of education and, moreover, not of graduate schools.





Dave Ward

ORGANIZATIONS:

Observer starts "We're No. 2" . . . Fight for parietal hours begins in the Senate . . . Blue Circle trip to Atlanta . . . Rockefeller Foundation saves NHSP with a \$25,000 grant.

Student organizations were sluggish in beginning their activities this fall. But as leadership and organization were established, numerous activities were sponsored for members and other students as well.

September: The Observer starts on "We're No. 2" with a two week tenure as local scandal sheet . . . WSND heightens the fall weekend mania with Fighting Irish Radio . . . The Purdue party train . . .

October: Student Body President Chris Murphy is declared ineligible to vote in the Student Senate elections for failing to meet the residence requirements . . . And of course there is his much needed remodeled office . . . Jackhammers rattle in the old Post Office as the Knights of Columbus remodels and suffers on in the basement of Walsh . . . The Student Senate finally does something—abolishes the coat and tie rule . . . The band comes through as always with Mary Poppins and the hike step . . . Paul Harvey? . . . The Washington Mobilization . . . Fight for parietal hours begins in the Senate . . . The Observer suffers a severe blow in Dennis Gallagher's defection to College Bowl . . . The charisma of Lenny Joyce is shattered by the Observer: he was a high school football star . . . Glee Club: John Davidson, Appleton and Boston . . . The Irish Eye . . . YCS and the BX demonstration . . . Bob Blier and Jim Seymour view Irish football on their own weekly WSND sports shows . . . James Kavanaugh . . . Robert Welch . . . The Red Garter Party, Johnny Rivers, the Fifth Dimension, the Four Tops . . . At 4:00 A.M. on O.J. day WSND exhorts, "Go Howard, baby" . . . The Blue Circle Student Trip to Atlanta . . . U.S. Senators Mark Hatfield and Vance Hartke speak out against Viet Nam in separate appearances . . . And the student service commission finally distributes the student directory . . . Then Howard Hall accuses the social commission of rigging the homecoming display judging . . . Cavanaugh denies. *November:* In typical Notre Dame style Dave Heskin



angrily inquires, "Where is Flynn?" who quite predictably blames Ward . . . Army Chief of Staff General Harold K. Johnson defends U.S. involvement in Viet Nam and is confronted by 100 peace demonstrators . . . The Scholastic features "Russia: A Fifty Year Perspective" . . . CILA counters by selling Christmas cards . . . ISO: Halloween party and Christmas banquet . . . On-campus mail . . . *December*: Chris Murphy becomes a co-plaintiff in the National Student Association law suit against General Hershey and the draft law . . . The Football Review is received as the best issue of the Scholastic all year—McInerney goes berserk . . . The academic commission presents U.S. Senators Birch Bayh, Gale McGee and George McGovern to speak on campus . . . The Observer assumes the role of defender of the oppressed: Sister Mary Grace, The Delphic Oracle, Senator McCarthy, and Figel . . . The Blue Circle kicks off its Melvin Phillips Christmas Fund Drive . . . "Santa and the Little Kids" . . . Father Hesburgh dispels hopes for parietal hours in a speech to student leaders . . . the Ombudsman . . . *January*: Student Government comes to the rescue of the Neighborhood Study Help Program with a promise of funds from the proceeds of Mardi Gras . . . Rich Rossie's sandbox . . . Projection '68 . . . Teacher-course evaluation is carried out by the four college advisory councils . . . Mike Browning and the Student Union . . . The Observer infuriates the sports world by substituting a review of the Beatles' album "The Magical Mystery Tour" for Irish basketball game reports . . . But Heskin did Pat Collins one better by announcing the fewest number of pages given football in Dome history . . . the Campus, Sidelines, the Captain's Table . . . *February*: The Senate supports senior cars and debates parietal hours, stay-hall, and student rights, then waits for a mandate from the General Assembly of Students . . . The Observer publishes three times a week . . . "Notre Dame Dialogue on sale in the dining halls" . . . Sargent Shriver . . . The General Assembly endorses stay hall, pass-fail courses, parietal hours, and student rights . . . Rockefeller Foundation gives NSHP \$25,000 . . . The Patriot of the Year game . . . Both news publications increase their call to "Stop the bombing" . . . A Walk on the Wine Side, Mardi Gras . . . The Scholastic runs Army ROTC advertisements and its own counter ads . . . The Student Senate is plagued with resignations and can't pass a resolution calling for the separation of Union and Government . . . The Scholastic endorses Pat Dowd for Student Body President; McInerney snaps again. *March*: The Mock Convention . . . Daddy T. C. "keeps his brown down" on WSND . . . *April*: Poobahs of 1968 retire; Rossie, Nau, Rembusch, Flynn, Luking, and Cullen take over.

Mike Browning and the Student Union . . . Jay Schwartz: the Senior Bar and Figel . . . Dialogue.

STUDENT GOVERNMENT:

The high point of Chris Murphy's administration was the General Assembly of Students in February.



The Senate began the definite push for student power early in the year by passing bills calling for hall autonomy and student voice in the making of rules and regulations. The General Assembly of Students, the first of its kind at Notre Dame, enthusiastically supported the student rights and self-government bill introduced by Human Affairs Stay Senator, Richard Rossie. In the student body presidential election three weeks later an overwhelming mandate was given Rossie in his fight for student rights.

Though student power was the most apparent and sensational of student government endeavors, many new innovations were enacted. This was the first year of operation of the Student Union, which, under Mike Browning, handled the functional student services separate from the executive branch except for its budget. Continental breakfast, off-campus apartments and organizational cars were obtained through the actions of student government.

The high point of Student Body President Chris Murphy's administration was undoubtedly the General Assembly of Students in early February. The purpose of the assembly was to crystalize student opinion and make it known. The student body responded and passed bills endorsing stay hall, pass-fail courses, parietal hours, and, most importantly, self-government. Finally student government and the administration could see that the students were behind its efforts for student power. Unfortunately, Murphy's diligence in affecting an implementation of the Assembly's legislation was not adequate, at least in obtaining a speedy agreement. Father Hesburgh responded to Murphy's call for a statement of position by announcing a meeting of trustees to be held in late April.

Most administrative work in student government was done by five commissions, all under the general direction of Chris Murphy. The most active one this year was Tom Brislin's Hall Life Commission. It initiated the Hall Improvement Committee and the New Dorm Study Committee in which students made suggestions on the living facilities planned in the new high-rise dorms. Mike Jordan's Stay Hall Committee worked on the draft of the Stay Hall bill

for the General Assembly and after its approval helped each hall plan the change to stay hall next year. The Hall Life Commission was also instrumental in establishing judicial boards in every hall along with hall constitutions.

Human Affairs Coordinator John Donohue supervised the activities of the three commissions on Human Affairs: Civil Rights, Notre Dame-South Bend Relations, and Minority Enrollment. The Civil Rights Commission under John Walsh was not as active this year as in the past but still sponsored several voter registration drives in Hampton County, South Carolina, and a project in a Chicago ghetto. Don Wycliff's Committee on Minority Enrollment worked with the more than 30 Negro freshmen and helped overcome some of their difficulties especially in the lack of social life. It also started a program of recruiting Negro students on a personal level in present students' own cities. The Notre Dame-South Bend Relations committee under Gene Cavanaugh sought to improve ties with South Bend by arranging dinners during Thanksgiving and semester break holidays.

The Student Affairs Commission this year focused more attention on international students and tried to integrate them more fully into the life of the university. The Off-Campus commission continued to operate under Student Affairs and initiated the off-campus information service. Student Rights commissioner, Pat Malloy arranged the talk given by Father Hesburgh to student leaders in December. Student Life Coordinator, Mike Crutcher, explained that Student Affairs handled mostly "menial" jobs and next year it is to be combined with Hall Life.

Academic Affairs Coordinator Phil Rathweg, working with Clark Stanton, put out the first Notre Dame teacher-course evaluation booklet and continued an extensive Free University program. Pass-fail courses and revised cut systems were discussed and faculty opinion was secured. Public Relations Coordinator, Mike McCauley, worked to keep campus publications and alumni organizations informed of activities in student government.

The Student Union in its first year operated efficiently and smoothly due to the efforts of Union



Opposite, Student Body President Chris Murphy. Above, Student Union President Mike Browning.

In its first year, the Student Union handled over a quarter million dollars in its three commissions.

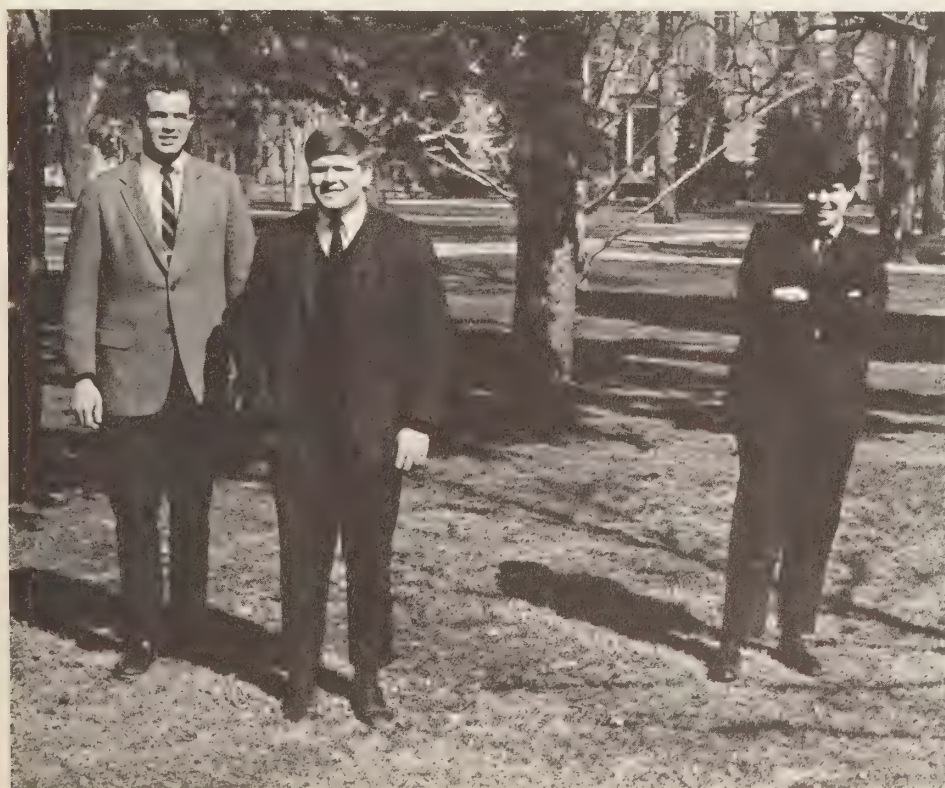
President, Mike Browning. The Union, responsible for the service aspect of student government, was slow getting started, in setting up an effective administration and getting personnel ready. But the Union administration quickly overcame the basic problems and efficiently managed the more than quarter of a million dollars which passed through its hands during the year.

The Academic Commission, headed by Chuck Nau, provided one of the big surprises in student government in its outstanding programs of distinguished speakers, free movies, and debates. The commission also sponsored several Oxford-style debates and was responsible for the displays in the library concourse. The free movie series presented "Tom Jones," "The Loved One," and "The Black Fox." The Commission also put on the Mock Republican Convention under the direction of Tom Chema.

Jim Mulhern, student service commissioner, handled that commission which was responsible for regular student services such as on-campus mail, the Student Union Press, campus paks, and the student directory. The Student Organizations Commission operated under Student Service and published lists of all clubs and their presidents. The huge job of getting phones put into four halls was also handled by Mulhern's commission.

The Social Commission again sponsored numerous





Opposite, above, Bill Rigney, NSA co-ordinator; Opposite below, Tom Goundrey, student government treasurer; above, Jim Mulhern, student services commissioner, Pete Toomey, vice-president of the student union, Tom Nelson, social commissioner, and Chuck Nau, academic commissioner; left, Steve Anderson, head of judicial board, Mike McCauley, public relations coordinator and Tom Brislin, hall life commissioner.



After a very active first semester, the Senate spent two months searching for new areas for comment.

social activities designed to "make the long winter a little shorter." Football season concerts included performances by the New Christey Minstrels, Johnny Rivers, and the Fifth Dimension, and the Four Tops, considered by many the best show in a number of years. Henry Mancini and Marvin Gaye appeared second semester in concert. The Commission again put on Homecoming and Mardi Gras weekends along with a Christmas dance. The Collegiate Jazz Festival was one of the most successful in recent years. Unlike past years the Senate met regularly the first semester and quite surprisingly passed meaningful resolutions. Early in the year the Senate abolished the coat and tie rule and also deleted from its constitution a clause prohibiting the Senate from taking actions contrary to Administrative regulations. The Senate endorsed student power and hall autonomy in its declaration on student rights, stating that students should have the ultimate authority to make and enforce all rules and regulations dealing only with students. Senior cars were approved before Christmas.

Problems arose second semester as Chris Murphy was often absent and unable to chair the Senate meetings. The Senate was also plagued with resignations this year as four senators quit, having become dissatisfied with what one called a "lack of identity and unity." After the General Assembly's mandate for student power the Senate spent close to two months searching for new areas for comment, and meetings were held irregularly. The major piece of legislation second semester was Lyons Senator Jon Sherry's bill calling for establishment of a student judicial board to "enforce all rules which pertain directly to the good order of the student community." Tom McKenna and off-campus Senator Paul Higgins introduced bills on Viet Nam, the draft, and ROTC, intending to stimulate debate on campus.

A major shortcoming of the year was the Senate's failure to act on the bill which would have removed the selection of the Student Union President from politics. The Union president is still appointed by the president-elect of the student body instead of by the former Union administration as was desired by Browning.

During this year's student body presidential campaign, the Senate came under criticism from several candidates. A major change advocated was to replace the Senate with the Hall Presidents Council as the representative body on campus. The Student Senate did something this year but an increased change in the "consciousness" toward meaningful representation is necessary if the Senate is to maintain any kind of a vital link with the student body.



Opposite, above, Members of the Student Senate: Jim Schaefer, Tom McKenna, Senate vice-president; Craig Fenech, Larry Broderick, Jon Sherry, Bob Rigney, Dave Kelly, secretary of the Senate; John Rank, Tom Duffy, Phil Rathweg, Steve Berry, Mike Mead, Rich Storatz, Bill Miller, Mike Kelly, Mike Kendall, Guy DeSapio, Tom Kassin, John Hickey, John Pearson, Rick Silvestri, Mike Pohlmeier, John Powers, John Moore, Dan Casey, and Jim Doyle. Missing Senators: Rich Rossie, George Crawford, Jim Hutchinson, Mike Phelps, Bob Campbell, Tom Moore, John Tobin, Brian Wall, John Mulligan, Terry Wilkins, Barry Doyle, Jim Metzger, Dave Meekison, Jim Scherer, Dennis Kenny, Don Storino, Steve Ahern, Pat Weber, Pat Dowd, John Genetti, Terry Adrian, Phil Higgins, and Ed Kickham. Opposite, below, Tom McKenna, student body vice-president; Phil Rathweg, academic affairs coordinator; and Mike Crutcher, student affairs coordinator. Above, Members of the Human Affairs Commission: John Walsh, civil rights commissioner; Don Wycliff, head of the committee on minority enrollment; and Gene Cavanaugh, Notre Dame-South Bend relations commissioner.



BLUE CIRCLE:

To provide service to the university, the student body, and South Bend.

The activities of the Blue Circle Honor Society are the most diversified and far-reaching of the several service organizations at Notre Dame. Most of its projects involve only the campus community; but many are directed off campus. The usual projects are minute jobs which must be done, or behind-the-scenes discussions dealing with means of improving student life, and do not warrant extensive publicity. However, the total effect of its work points out the basic aim of the Blue Circle—to provide service to the university, the student body, and to the city of South Bend.

The Blue Circle's activities include the conventional tasks of campus tours, ushering, and conducting pep rallies. It sponsored the annual student trip, this year to the Georgia Tech game in Atlanta, and provided a valuable service to incoming freshmen through its Freshman Orientation program. It also sponsored the Conference on Student Involvement and the Melvin Philips Christmas Fund drive. The Circle ran the annual Christmas Seal drive on campus and gave several Christmas parties at youth centers for underprivileged children and at the St. Joseph County Home for the Aged.

Recently, the direction of the Circle's other activities has focused on improving the Notre Dame student's academic and physical environment. The Stay Hall Committee, the Student-Faculty Relations Committee, and the committee working with Student Body Vice-president Tom McKenna in the study of pass-fail courses and other academic reform tried to evaluate the relative merit of each issue under consideration. If members judged a proposal worthwhile, they asked the administration whether it could be enacted and if not, why. In this way the Blue Circle began to function as a liaison between students, faculty, and administration. As an extension of these attitudes, this year's chairman, Fred Schwartz, sees the Circle evolving into an "organization of critical and analytical inspection, its service extending into the area of comment."



Opposite, Santa Claus Mike McCauley hears the gift list of one of the residents of the St. Joseph County Home for the Aged during a party given by the Blue Circle. Parties were also given at several youth centers in South Bend for underprivileged children. *Top*, Rich Worwitz guides a campus tour for dentists' wives. *Above*, Blue Circle officers: Joe Lee, Fred Schwartz, this year's chairman; Rob Harvey.

TUTORING AND MENTAL HEALTH:

People who help are part of the cure.



The Neighborhood Study Help Program began in the fall of 1963 with twelve volunteer tutors and twelve below-average pupils from city schools. Now the program encompasses about 1400 tutors and schoolchildren. More than 400 of these tutors come from Notre Dame and 200 from St. Mary's. The remainder comes from Holy Cross School of Nursing, Temple Beth-El, and Indiana University Extension.

The program was initiated to curb the high drop-out rate in South Bend schools. The tutoring program proved an effective means of reversing the rate and now exists as a fully chartered corporation financed with a \$69,000 grant from the Office of Economic Opportunity. This corporation is run by a board of directors, equally divided among student volunteers, people in local poverty areas, and interested people in the South Bend community.

The regular tutoring program consists of 34 sessions given four days a week. At his weekly session a tutor meets with his own tutee, either a grade or high school student, and gives him any help he requires. But the emphasis is not placed solely on academic assistance. The tutor tries to provide the encouragement and motivation sometimes lacking in pupils coming from underprivileged homes. Instilling in each student a basic desire to learn is as important as providing the actual help in arithmetic or spelling, and only through the personal tutor-tutee relationships established can this goal be realized.

The tutor doesn't restrict himself to just one hour a week. Many Notre Dame tutors have brought their tutees on campus to show them around or take them to a basketball game. The regular program also has included several parties and field trips



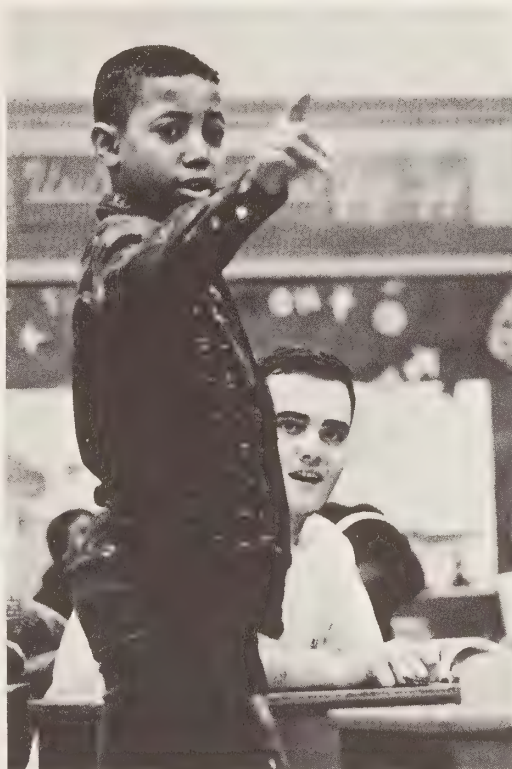
in order to avoid a purely academic approach.

The Notre Dame-St. Mary's chapter of the Mental Health Association has been active in the statewide organization since the group was started in September of 1965. At the present time, the chapter supervises four volunteer projects at hospitals in northern Indiana. Altogether, these projects employ 150 students of both Notre Dame and St. Mary's.

The student volunteers at the Northern Indiana Children's Hospital work for one to two hours each week. Under the supervision of a trained staff member, the volunteers help with the classroom procedures, the swimming program, outdoor activities, and, upon special occasions, parties for the children. The Mishawaka Family and Children Center is a community social agency rendering services in marriage counseling and child guidance, in addition to staffing a psychiatric clinic and a boarding home for emotionally disturbed children. The Notre Dame and St. Mary's volunteers work with the children, who are from 10 to 18 years old and have past records of emotional instability in both the home and school environment.

The Dr. Norman Beatty Memorial Hospital is a large new state hospital housing nearly 2500 patients. With only a fraction of the professional help an institution of this size requires, the need for volunteers is great. People of all ages and every illness ranging from alcoholism to criminal insanity are patients. The main purpose of the student volunteer is to visit with the patient as a friend, to offer the individual attention that makes the patient feel wanted, and helps him to relate with the outside world.

Opposite, above, Frank Cardile answers a question during the weekly tutoring session at Perley school. Opposite, below, Officers of the Notre Dame-St. Mary's Mental Health Chapter; Mike Burman, president; Mike Coccoli, Amy Borchers, Mary Alice Herod, Dottie Wiesen, Randy Scott, Kathleen Conroy, Mark Kearns, treasurer; and Jim Cooper. Below, John Jackson and his tutee, Rich Harris, also met at Perley in South Bend. Bottom, Mental Health chapter members Mary Ann Wolf, Mary Alice Herod, Larry Hawkins, and Pete McFarlane play with the kids at the Northern Indiana Children's Hospital.





*Bottom, Columbian children eating dinner in a *barrio*, a slum section, near Bogota, one of CILA's summer project areas.*



CILA:

**"We learn a lot of names
and faces, and we leave be-
hind a lot of friends."**

Last week someone handed me a list of names headed "CILA Members." My name is one of the names on the list. Each name means a person to me. I can't read 60 friends' names in five minutes. I stop after each name, and see a smile and hear a voice. There is no typical CILA member; there is no CILA mold that each person fits into.

The names on the list come from every class and every area of study in the university. There are seniors who work hard to hold CILA together; there are freshmen who don't know yet exactly what they've gotten into. There are people majoring in government, pre-med, engineering. Individual faces and personalities go with the names. The voices are varied, too. Some of us talk with a Mississippi drawl, some of us sing folk songs with a New England accent. As I read over the list, I come across lacrosse players, poets, insect collectors, and boxers. I come across people active in almost every South Bend or campus activity; people helping in the tutoring program, in the Clay Township development project, in the Blue Circle, and in the local migrant worker's organization.

The names are listed by residence hall. One of the columns of names is headed "Moreau." That heading could have read "Seminarians," but it says "Moreau." Tom and Ken and Bill and the others, as far as CILA is concerned, simply live in a hall called Moreau. The first line under the "Morrissey" heading reads "Father Bartell—3rd floor." Father Bartell is like that. He is another CILA member. His name is not at the top of the list; he does not even sit in the front row at our meetings. But Father Bartell has been on the list since CILA's beginning six years ago. He is always there, wherever CILA is, waiting to give us a push or to bail us out. Farther down on the list is a column headed "St. Mary's," which makes up the feminine contingent of CILA. The "St. Mary's" column wasn't on the list two years ago, but is increasing each year. As it grows, CILA becomes more human and more alive.

CILA's been involved in a lot of activities on campus—the folk masses, the weekend song-fests, even some dinners together. But we reach beyond Notre Dame. Our on-campus activities are directed at preparing ourselves for summer projects in Latin America and the United States. Effective work during the summer involves extensive planning and preparation during the school year. This preparation includes many evenings spent in the Spanish language lab. It includes attending informal discussions with Notre Dame professors who share with us



"CILA projects aim at a special kind of communication."



their experiences in social action, Latin American history, or the ghetto situation in New York City. It includes standing in line for immunizations, and feeling the needle prick a dozen times. This preparation also means working hard to raise the money CILA depends on to finance its summer projects; it means collecting donations in the halls, lecturing about CILA to high school audiences and to anyone else who will listen, and peddling CILA Christmas cards.

CILA projects, composed of three to ten CILA members, last two and a half months each summer. These projects are aimed at helping those people who need help the most. We go only where we are asked to go, and we have always been asked to return. CILA now maintains summer projects in Colombia, Peru, Bolivia, and Mexico in South America as well as Spanish Harlem and Harrisburg, Pennsylvania, in the United States.

CILA projects aim at a special kind of communication. We can help those people who need our help only if we communicate with them on their own level—only if we participate as fully as possible in their way of life. This participation means sharing the joy, the hope, and the frustration of the people we work with. It means doing the things that they do and feeling the things that they feel. It means using your hands and your back and your stomach the way the man working beside you uses his hands and his back and his stomach.

CILA doesn't leave behind a great deal in the way of physical accomplishment. But we learn a lot of names and faces, and we leave behind a lot of friends. When we come home, we share our knowledge and our feeling with our families, with our friends, and with each other. But we've left a part of ourselves with the people we've helped.





Opposite, above, girls playing outside of their hillside home in the barrio. Opposite, below, Mike Early, one of the "grand-fathers" of CILA, entertains the membership with humorous side points of his trip to Peru during the younger days of CILA. Others pictured are: Steve John, Rosanna Drury, Mike Karwoski and Des Lawler. Top, Mike Karwoski takes time out from his job to play with the children in the Bogota project area.



Above, Honor Council members: Dave Calabria, Brian Walsh, Gerry Loughlin, Jim Wysoglad, Jim Mancini, Tom Slankas, John Blute, Tito Trevino, Tom Furino, Tom Vos, Sean Duerr, Louis Blaum, Jim Brown, Pat Hannan, Clyde McFarland, Curt DeClue, Mike Jordan, John McInerney, Mike Karnes, and Norm Jeddoloh, this year's chairman. *Opposite*, Council officers of the past year: Tito Trevino, Pat Hannan, Curt DeClue, Mike Jordan, Norm Jeddoloh, chairman, and Tom Vos, vice-chairman.



HONOR COUNCIL: Up and down, and then up again.

A near disaster almost destroyed it. And then suddenly a hope sprung up that said maybe it would work after all. So went the Honor Council, up and down, and then up again. To many the Council had been a farce, something which sounded as though it should work but never did. On December 8, the chairman of the Council, Dick Kelly, resigned his post because he had lost faith in the effect of the Council on students. Rarely had more than three students turned themselves or others in to the Council during a year. The resignation was a terrific blow to the Council. Before, it had been "all Dick Kelly"; now the organization was under Norm Jeddeloh, and it had to rework itself into a unit, not merely a gathering of two or three interested students.

The new chairman's job, as he saw it, was to "do away with the Council's feeling of disunity toward the meaning of their work for the student body." He had to create a unified, meaningful council. For the first time in four years it seemed as though the Council was accomplishing its purpose. According to the chairman, "the number of cases turned in by students was unheard of before this year. Also, we had over 100 applications for thirty jobs this year. This hadn't happened before." As of February, 22 cases had appeared before the Council, half turned in by the students, and the other half by the faculty.

It will take a long time to completely implement a successfully functioning honor system at Notre Dame. But this year the problem of student cooperation found its solution within the students themselves, as they became aware of the importance of the Council's work.



POLITICAL GROUPS:

The busiest of the three, the Young Democrats, had to contend with the party split and peace issues.

With student interest centered on campus issues of self-government and student rights, the three main political organizations had a hard time focusing attention on national issues. But as the presidential campaign grew hotter, the Americans for Democratic Action, the Young Democrats, and the Young Republicans came alive. Most of the material distributed concerned the Viet Nam issue and the McCarthy vs. Johnson vs. Kennedy campaign.

The Americans for Democratic Action, reduced to individuals stirring up discussions and debates among the students, worked vigorously for a peace candidate in the Mock Convention in March. According to chairman Tom Brislin, its existence was only nominal after the graduation of the "last of the core of the ADA" in 1967.

The Young Republicans centered their activity around a lecture series that emphasized political self education. This year the club, headed by Dennis Millman, staged a massive membership drive that brought in over fifty paying members, but overall was disappointing. The YR's also worked on election day in South Bend's November municipal election. The biggest event of the year, next to the Mock Convention, was the meeting of the Midwest Federation of College Republican Clubs, the first of its kind ever held on a college campus. The Young Republicans did not participate as a group in the Mock Convention though individual members were active



in promoting their favorite candidates. The only real part played by the YR's in the Convention was in research of candidates' positions and work with the platform committee.

The busiest of the three organizations was the Young Democrats, which had to contend with the party split over Johnson and McCarthy. Not surprising, the members remained united behind McCarthy. The entire year was centered around his campaign effort and the "Tom Dooley History Week: Viet Nam History and Culture." This event occurred in late April and early May, and tried to give students as complete a story on Southeast Asia as possible. Noted authorities on Viet Nam, including some officials from the South Vietnamese Embassy, were speakers during the week. As chairman Tom Sherer said, "The emphasis was on a historical-political viewpoint in order to give students the full details of the conflict." The campus also served as the focal point for the McCarthy campaign in Indiana, with the club sending members all over the state for the May 5th primary, with a few journeying into Ohio and Michigan to cultivate interest in McCarthy. The main problem encountered during the year was one of participation. Paid membership had dropped by over three hundred in four years, but with the peace campaign the club's activities began to be more abundant, with its influence being felt strongly throughout the Midwest.

Opposite, Officers of the Young Democrats: Rick Libowitz, Eileen Kelly, and Tom Sherer, this year's president. *Above*, Young Republicans officers: Ginny Schneider, St. Mary's co-chairman; Mike Kelly, Tom Frericks, secretary; Mike Kundert, and Dennis Millman, chairman.



The Arts and Letters Advisory Council, long merely a critic of academic flaws, acquired a new participant role this year with two innovations in the College. The first is the course evaluation project whereby the council interpreted data secured from students and worked to promote the necessary changes. The second is the elimination of the Sophomore Interview. The "Meet Your Major" program, in which sophomores can talk to students and faculty members, has replaced it. With these changes the Council feels it can relieve student tensions concerning the choice of a major.

With a core membership of fifteen and a miniscule budget, the Joint Engineering Council functions to coordinate the activities of the numerous professional engineering clubs and honorary fraternities. The JEC undertakes the responsibility of publicizing activities or field trips sponsored by one department that may be of interest to students in another. This year's special project was the curriculum evaluation, carried out in conjunction with the general Student Government course evaluation program. And as in past years, the JEC sponsored the Engineering Open House and its interdepartmental basketball league.

A free reign and greater academic autonomy keyed the Business Administration Council activity this year. The council provides a coordinating force for the Marketing Management Club, the Finance Club, and six other nationally affiliated business societies and acts as the agent in the distribution of Student Senate funds. Activities during the year included the college's "Best Club of the Year" award and a faculty-student smoker.

The present student Science Council was organized in 1965 and since has contributed to the college through projects relevant to science students, present and prospective, and has provided a forum for presenting student views to the administration and faculty of the College of Science. Under the direction of Dr. Emil T. Hofman, the council again sponsored the outstanding "Challenges in Science" lecture series and also held a spring open house for over a thousand high school students.

ADVISORY COUNCILS:

Their new job this year
was a teacher and course
evaluation.



Opposite, top, Science Council members, first row: D. Casey, J. Longhi, R. Noren, R. Garrison. Second row: R. Tarara, F. Ferlic, G. Crawford, J. Milcetic, and J. Wilkins. *Opposite, center*, Officers of the Business Advisory Council: T. Tobin, P. O'Brien, K. Przewoznik, T. Fischer, and M. Norris. On ladder: M. Phelps, chairman. Kneeling: J. Miller. *Opposite, bottom*, members of the Arts and Letters Advisory Council: C. Fenech, M. McCauley, R. Redmond, J. Whalen, D. Briel, P. Rathweg, R. Rossie, C. Nau, T. Brislin, and J. Moore, chairman. *Above*, Joint Engineering Council officers: J. Stoffel, R. Droste, J. Hutchinson, chairman; M. Velan, J. Loughren, and B. Higgins.



HONOR FRATERNITIES:

They provide valuable help and services to other undergraduates.

Five of Notre Dame's eight academic honor fraternities are within the College of Engineering. The primary purpose of these fraternities, all nationally affiliated, is to recognize the outstanding academic achievements of the members. However some of them go farther to provide services to other undergraduates in the same field of study.

The College of Business Administration sponsors two chapters of national fraternities, Beta Gamma Sigma for all business students and Beta Alpha Psi for accounting majors. Beta Gamma Sigma with 36 members has the most stringent standards for admission of all the honoraries, considering only the top 10 percent of the senior business students and four percent of the juniors for membership. Its main activities are the twice-yearly banquets at which formal initiation takes place and guest speakers discuss the future for business administration graduates and the desirability of further education. Beta Alpha Psi is one of the more active honor fraternities seeking to better prepare its members for the business world. Regular meetings featured speakers who reviewed the opportunities in the different branches of the accounting profession, the advantages and disadvantages of graduate school, and the benefits of a law degree. As a service, several members also helped student government with its accounting.

The premed fraternity, Alpha Epsilon Delta, is the most active of the honoraries and with 63 members one of the largest. Activities included a trip to the Northwestern Medical School and the St. Joseph's Hospital Program in which members were able to make rounds with doctors at the hospital. A special panel discussion on the moral justification of birth control and abortion was featured at one of the monthly meetings and gave all members a chance to ask questions and give their own opinions. AED again provided the freshman advisory program as an aid to all freshmen in the premedical intent.

In its first full year of service, Notre Dame's chapter of Alpha Phi Omega, the national service fraternity, made several significant contributions to the University. Members set up and staffed a major information booth on campus every football Saturday. A permanent information office will be located in the Student Center with maps, a student directory to help visitors find people on campus, and information about accommodations in South Bend and vicinity. On the community level, the chapter sponsored blood drives for St. Joseph's Hospital and most of the 45 members helped with the leadership of several Boy Scout troops in South Bend.





Opposite, above, officers of Beta Alpha Psi, accounting fraternity: G. Buennagel, J. White, K. Hartley, and J. Duff, president. *Opposite, below*, officers of the business fraternity, Beta Gamma Sigma: G. Terranova, president; B. Casey, W. Hall, M. Bleeg, and C. Berry. *Top*, Alpha Phi Omega, national service fraternity, officers: J. Mooney, J. Drinan, A. Alter, T. Nosek, president; J. Harmon, and M. Lubozynski. *Left*, premed honor fraternity, Alpha Epsilon Delta, officers: J. Beary, R. White, T. Pojunas, D. Casey, and F. Ferlic, president.



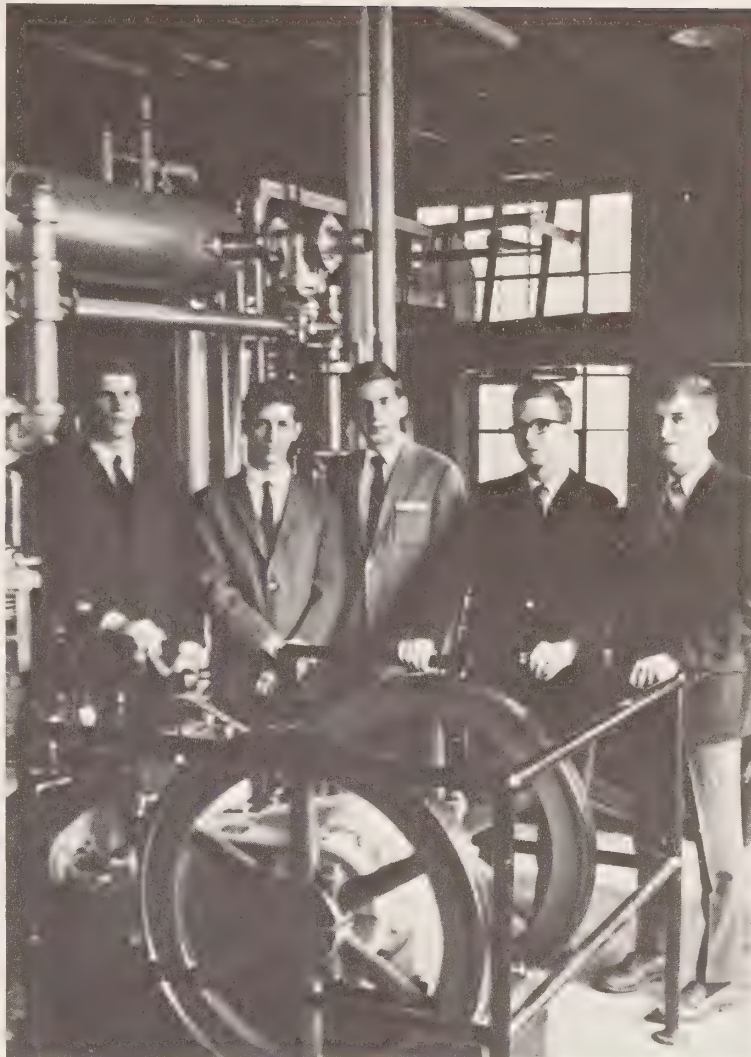
Top, electrical engineering fraternity, Eta Kappa Nu, officers: J. Stoffel, J. Ford, J. Mooney, B. Shanning, and D. Zell, president. *Above*, Tau Beta Pi, honor fraternity for all engineers, officers: B. Quinn, J. Ford, D. Dorratcague, T. McGrath, B. Shanning, and J. Stoffel, president. *Right*, officers of Alpha Sigma Mu, metallurgical engineering fraternity: R. Jones, president; J. Hofweber, R. Guepe, and M. McGuire. *Opposite, above*, officers of Pi Tau Sigma, fraternity for mechanical engineers, in their Heat and Power Lab: P. Swenson, J. Kriese, president; T. Voglewede, F. O'Keefe, and M. Edwards. *Opposite, below*, Chi Epsilon officers in the civil engineering lab: B. Higgins, T. Larkin, president; A. Pollock, N. Knowles, L. Amaya, and P. Robillard.



The engineering fraternities have attempted more than the annual banquet.

Of the five honor fraternities in the College of Engineering, Tau Beta Pi is the largest and most prominent with members chosen from the college at large. To be eligible, a student must be in the upper fifth of the entire engineering class if he is a senior, or upper eighth of the class if a junior. He must also present an essay in a national competition before he is accepted. Tau Beta Pi practices the usual fraternal formalities and also provides a notable service in its regular tutoring program for freshmen before all physics and calculus tests.

The four other chapters of national fraternities in engineering are found in the specific major areas: Chi Epsilon for civil engineers, Eta Kappa Nu in electrical engineering, Alpha Sigma Mu in metallurgical engineering, and Pi Tau Sigma for mechanical engineers. This year most of the specialized engineering fraternities have attempted more than the annual banquet. They have realized that there is a meaningful place for them in bringing together students in the same major. Chi Epsilon as well as Eta Kappa Nu have initiated programs in which members meet with sophomores and give them any needed help or advice. Pi Tau Sigma, acting in conjunction with the American Society of Mechanical Engineers, held meetings with faculty members and discussed opportunities in the mechanical engineering professions and graduate schools. The engineering fraternities were obviously moving toward more involvement in the life of the engineering college, not only in injecting new spirit into the organizations but also in providing useful help to other undergraduates.



ISO:

Its varied activities reflect the same international flavor found in the members.

Below, ISO members around a display of Mexican handicraft in the Student Center: Elias Mansur, Ricardo Fong, Mike Crutcher, Rosetta Lai, Father Daniel O'Neil, Foreign Student Advisor; Allan Rodriguez, Maria Moreno, Regina Cheng, Dave Bodkin, Chris Caenepeel, Afolabi Sorinmade, and Aloke Chatterjee. Opposite, Knights of Columbus officers outside their new headquarters: Joseph Nickolick; Ken Powaga, Chancellor; David Spieler; Richard Casey; John Fitzgerald, Deputy Grand Knight; Peter LaReddola; Richard Cummings, Grand Knight; Tom Mitchell; Mike Hammes, Publicity Chairman; Charles Schott, Bill Cridland, and David Stark. The Council is run solely by the student officers who organize and promote all of its current activities. They also took an important part in the development of the Council's new quarters.

The International Student Organization this year boasted a membership of about 200 Notre Dame and Saint Mary's students, half of whom are Americans. The balance of the members come from thirty countries and use the ISO to meet and know not only Americans but other foreign students as well. The international character of the organization can be seen in the backgrounds of many of the officers. This year's president, Sam Sorinmade, is from Nigeria while Dave Bodkin, the vice-president, is from New York. Elias Mansur, whose home is in Venezuela, was the International Board Coordinator and served as a liaison between the ISO and other clubs having foreign members. The organization's publicity secretary was Ricardo Fong, a native of Panama, and the treasurer was Aloke Chatterjee from India.

The activities of the ISO reflect the same international flavor found in the officers and members. The most ambitious activity of the year was the annual Christmas banquet, attended by most members along with a number of faculty guests. A unique feature of this banquet was the wide variety of foreign foods offered with almost every foreign member in his native dress presenting one of his favorite dishes. Other activities were the staging of their annual Mardi Gras booth and a Halloween party—"Halloween International"—at which the foreign students adapted their native costumes to an American tradition.

Other activities were less formal but just as important in the ISO's plan of promoting personal contact and international understanding. Regular meetings occasionally featured movies examining life in a foreign country and panel discussions reviewing controversial world developments. The weekly coffee hour also provided regular opportunities for members and other interested students to leisurely discuss topics of mutual interest. These gatherings illustrate the main function of the ISO—to act as a forum in which people from all over the world are represented and their views presented.



After the acquisition of the old Post Office building as Council headquarters, the Knights of Columbus, Council No. 1477, has greatly improved facilities over its former quarters in Walsh. The University gave the Council the Post Office after it had donated \$500,000 from its long-standing building fund to be used in a scholarship program as part of SUMMA. Included in the dual level structure are the large Council meeting chamber, a spacious lounge, two recreation areas and long overdue offices for the Council officers.

The Notre Dame Council is a part of the national organization but is specifically geared to the student at the University. Student officers handled the entire operation of the Council this year, including smokers, parties, movies, and a picnic at St. Joseph Farm. The Council again sponsored the Memorial Library lectures by outstanding Notre Dame professors such as Dr. James Bogle.

However, many other activities were in keeping with the nature of the Knights of Columbus as a lay Catholic fraternal organization. At the regular meetings there were several round table discussions with priests on controversial Church subjects, along with corporate masses and an annual retreat. The Council also functioned as a valuable service element at the University and in the community. Members baby sat for faculty members, worked at the Peter Claver House in South Bend, and contributed generously to the support of the Gibault School for Boys in Terre Haute, Indiana.

KNIGHTS OF COLUMBUS:

The K of C found out that giving pays: for \$500,000, they got the old post office.



DEBATE:

The team challenged over a hundred universities in 18 national tournaments on the topic of a guaranteed annual income.



The essence of debating lies in examining an important public issue and discussing it in a competitive contest. This year's college topic, "Resolved: That the Federal Government Should Guarantee a Minimum Annual Cash Income to All Citizens," led the Notre Dame Debate Council to consider the paradox of poverty amid affluence in American society. Council members, under the direction of Professor Leonard Sommer, did extensive research into the problems of the poor, in order to evaluate the relative merits of the present war on poverty and the guaranteed income proposal. The debaters combined efforts in research and analysis to formulate affirmative and negative strategies for tournament competition.

The debate team traveled to eighteen national tournaments throughout the year. Meeting teams from nearly one hundred universities across the country, the debaters posted wins in about seventy-five per cent of their debates. The varsity team, led by Council president Jim Lyons, captain Jim Rice, and vice-president Pat Raher, garnered trophies at the Detroit, Purdue, M.I.T., and Harvard invitational tournaments. Notre Dame also maintained its perennial strength at the novice level. The freshmen debaters were undefeated in winning the University of Wisconsin tournament and captured the Loyola University championship.

In addition to tournament debating, the Debate Council was active in a number of other areas. Members participated in various speech activities sponsored by Delta Sigma Rho-Tau Kappa Alpha, the forensics honorary fraternity with which the Council is affiliated. Notre Dame hosted its own Fifteenth Annual National Invitational Tournament in March. Varsity teams from forty schools participated in three days of debating, culminating the championship round, won by the University of Kentucky. The Debate Council also sponsored the annual Breen Oratory Contest. In the South Bend community, Notre Dame debaters presented exhibition debates before social and civic groups and acted as judges for high school debate tournaments.

While the Debate Council enjoyed a good measure of success after last year's rebounding efforts, this year was perhaps most valuable for the additional experience it provided the team. With its entire membership returning, the Debate Council looks forward to still greater success next year.



Opposite, Debate team members: Pat Raher, president of the Notre Dame chapter of DSR-TKA; Jim Lyons, president of the Debate Council; Bill Locke, Bill Coughlin, Mike McKool, Tom Talcott, Tim Weizer, captain Jim Rice, Tom Zang, Jim Burke, Bruce Broillet, Bob Hackman, and Norm Lerum. Missing members are John Hoffman, and Bob Thedinger. *Above*, Jim Lyons and Jim Rice engage in a practice debate while Pat Raher, Mike McKool, and Tom Zang take notes and await their turn.



FILM SOCIETY:

The sexual fatalism of Visconti and the anti-war sentiments of Resnais and Clement.

The cinema has resisted the cultural canonization which many of the other arts have undergone; it has not been subjected to the blind patronage one discovers in stuffy museum corners, or in smoke-filled lobbys of neo-baroque opera houses. The Film Society is not an assembly of pedantic ex-English majors talking of life, drama, and art in an atmosphere of tea-cups and lace. The Film Society merely screens films—not the esoteric enigma, not the filmic anomaly, but rather movies which demonstrate the particularity of the film medium; films which engage the audience in the specific language of the cinema.

The Observer headline, "Sin, Sex and Assorted Garters—Cinema '68," might be best translated as variety. In this year's series, films have been selected from Spain, France, India, Italy, Germany, Russia, Britain, and release dates have extended from 1924 to 1964, an impressive five decades. Moods have ranges from the sexual fatalism of a Visconti, the atheistic materialism of a Bunel to the altruistic cosmocentricity of a Kalatozov and sober anti-war sentiments of a Resnais or Clement. Film influx outside of the series can be discussed in three groupings: a World Cinema Festival in cooperation with the modern language department, a New Wave Festival in coordination with the Arts Festival, and a Japanese Festival.

The film-makers have functioned as an independent unit. Notre Dame's only Bolex has focused upon such diverse subjects as a Chicago peace march, an umbrella's life journey, even the lone Golden Dome. They have sponsored their own Series Americanna—Kazan, Hawks, Lumet, etc. The year was climaxed with the screening of their own work along with the prize winners of the NSA student film festival. Although the film-makers insist upon autonomy, all is united in the spirit of the troika—Kahn, McNamara, and Siska. They have shrugged their shoulders, projected their films and generally proved that things are jumping in respect to celluloid.



Opposite, Scenes from Bill Siska's "2120", filmed in Chicago and starring Ned Buchbinder. Above, Bill Siska, David Kahn, and Marty McNamara, who were responsible for ordering the more than 50 films shown in several series and festivals this year. Left, Mike Lonergan (in the snow) and Alex Thurball in Siska's second film (unnamed).

BAND:

Flawless performances and an ingrained spirit continue the tradition.



The Notre Dame Marching Band—"The Band of the Fighting Irish"—is the best known of the University Bands and is recognized as an integral part of every football weekend. This year, the band's appearances at the football games were characterized by flawless precision and lively musical scores. The halftime programs featured, for the most part, tunes from recent Broadway musicals along with the memorable tribute to Walt Disney. On the Friday nights preceding the home games, the band was a major force in the raising of spirit at the pep rallies. And win or lose, a Notre Dame man cannot help but feel a surge of pride as the Victory March is played as only the Notre Dame Band can.

For all its attention the Marching Band is but one of the three University Bands, all of which are under the direction of Mr. Robert O'Brien and his assistant, Mr. James Phillips. After the football season most members of the Marching Band joined the Varsity Band which performed at home basketball games and undertook the marching duties of the Bands. The Concert Band performed at lawn concerts, the annual Spring Concert, and graduation exercises, but the highlight of its season was a 12-day extended concert tour, this year through the southern United States. Concerts were given in Louisville, New Orleans, and East St. Louis and were important in showing people around the country that a cultural medium of considerable accomplishment exists at Notre Dame.





Opposite, above, members of the Marching Band practicing behind the stadium. Opposite, below, the band performing during the half time of the Southern Cal game. Above, the Notre Dame Marching Band; kneeling, David Cortright, Drum Major. Front row: James Phillips, Asst. Director; Frank Amussen, Graduate Asst. Director; D. Kratsch, R. Rolewicz, N. Petroni, M. Lavelle, R. Kempiners, M. Occhionero, P. Szujewski, E. Kuhn, J. Martini, D. Sims, G. Caputo, J. Conner, John Fyfe, Irish Guard Advisor; Robert O'Brien, Director of Bands. Second row: J. Gargrave, R. Mosca, G. Negin, S. Carroll, W. Fidler, T. Pishko. Third row: W. Miller, R. Esce, C. Neuhauser, F. Schafer, M. Jodziewicz, J. German, W. Williams, W. Stanchina, G. Rebecca, P. Pike, M. Walker. Fourth row: C. Wolfe, T. Knowles, H. Irvine, D. Kimball, J. Leo, T. Kendall, M. St. George, J. Freneau, J. Buchanan, T. Misener, R. Vasily, O. Johnson, K. Cummings, T. Altmeyer. Fifth row: W. Weiler, C. Maneri, C. Mardorf, D. Bell, D. Crumb, A. Robidoux, D. Urbaniak, D. Smith, D. Lewis, P. Roberts, L. Liebner, K. Horvath. Sixth row: T. Briskin, H. Hoffman, J. Huson. Seventh row: C. Vaniglia, F. Weinheimer, P. Cahill, S. Brion, G. Otto, R. Horvath, G. Tarrant, W. Madden, F. LaBelle, F. Galanga. Eighth row: T. Schetter, M. Oswald, T. Krull, G. Anderson, A. Hebert, J. Gagliardi, T. Desch, A. Baronals, N. Talarico, P. Lenehan. Ninth row: D. Morrissey, D. Hand, R. Peters, N. Textor, R. Robertson, G. Buennagel, T. Green. Tenth row: P. Eide, T. Giel, R. Casey, W. Berg, J. Ripperger, J. Dyckmans, G. Powers, L. Maloney, J. Tobin, J. Schindler. Eleventh row: R. Von Reuden, J. Hullihan, R. Phelps, R. Gutowski, J. Krauss, N. Jeddelloh, J. Petterson, E. Crawford. Twelfth row: R. O'Brien, T. Reed, G. Granger, T. Lipps, J. Whitmire, P. Bottorf, J. Franzen, D. Foerst. Many concert and varsity band members are not pictured.



GLEE CLUB:

From ABC and John Davidson to Appleton and Aurora.



The Notre Dame Glee Club began another busy year under the direction of "Dean" Daniel Pedtke with their initial appearance on the John Davidson special "Homecoming" show. As in past years there were several concert tours, mostly through the Midwest, along with the regular performances given on campus.

After the ABC-TV appearance in October the club traveled to Chicago to sing with John Gary in a charity show for the Columban Fathers. During Thanksgiving vacation, they toured Wisconsin and northern Illinois. The highlight of the Glee Club's season came with a nine-day extended tour through the northeastern part of the country at Easter with concerts given in New York and Boston.

On-campus performances were an important part of the club's schedule. The annual fall, Christmas, and spring concerts were given in Washington Hall and were generally well received. The programs included religious and contemporary selections along with special medlies of adaptations from Walt Disney and Air Force songs.

The Glee Club functioned as more than just a musical organization and through the work of this year's student-elected officers sponsored numerous social events. Several parties were given in town throughout the year and "Party" was the password on almost all the overnight trips. But more important, a sincere fraternal spirit developed through the hard work of daily practice sessions.



Opposite, above, the Glee Club first performed at the Homecoming television special, "John Davidson at Notre Dame." *Opposite, below*, Director Pedtke acknowledges applause at the Glee Club's Christmas concert. *Left*, this year's Vice-president, Steve Alhgren, relaxes with a card game during the bus trip to a concert in Appleton, Wisconsin. *Below*, junior and senior Glee Club member, first row: J. Groves, J. Dec, D. Hickey, L. Schad, D. Pierman, J. Amer, Business Manager; S. Hellrung, Secretary; and J. Kennedy. Second row: G. Strick, W. Philips, N. Bozen, B. Heineman, J. Carey, President; J. Monaco, and T. Bettler. Rear row: S. Alhgren, Vice-president; P. Castellan, Publicity Manager, J. Mars, D. Jacobson, T. Macleod, Treasurer; D. Mayrose, J. Mulshine, and T. DeChant.



Below, WSND officers at a weekly program planning meeting in O'Shaughnessy; clockwise from left, Denny Reeder, FM Program Director; Rick McDonough, J. C. Beers, Business Manager; Tom Langan, FM Program Supervisor; Dick Riley, Station Manager; John Sturm, AM Program Director; Bob Franken, Ken Barker, Harry Kiena, Technical Director; and John Simna. *Opposite, above*, WSND-FM studio adjacent to AM studios in the tower of O'Shaughnessy Hall. *Opposite, below*, Tom McKay takes a break from his afternoon "Topsy" show.



WSND:

**Easy rock, pop rock, folk rock,
hard rock, and chicken rock.**

A collegiate style oriented to a collegiate audience; that is the nature of WSND's broadcasting. Station manager Dick Rielly headed a staff of about 150 students and coordinated the array of directors, programmers, engineers, announcers, and newsmen necessary for daily functioning. WSND maintains both AM and FM outlets with operations entirely student run and self-supporting.

The AM broadcasts are transmitted by carrier current restricting the audience to campus residents and allowing a program arrangement specifically geared to daily student life. "Top o' the Morning" with Chuck Perrin and Chuck Schott wakes the student body to another beautiful South Bend day. Curt DeClue hosts the "High Noon" show with "music to sooth the horrors of a Dining Hall lunch." Guy Ferris and Tom Herbstritt, Tom McKay and Topsy and Dave McGovern saturate the afternoon hours with easy rock, pop rock, folk rock, hard rock, and chicken rock. "The Light Touch" with Don Johnson begins the evening with music "to just think about studying by." Bryce Parker, our very own "poochious maximus," continues with his "Requestfully Yours" show, followed by "Nite Beat" with Pete Koyak, "The Quiet One," and "Nocturne" with Nick Ritter and jazz.

WSND is also valuable as a communication media, not only as an entertainment media. With 10 shows daily and spots every half hour, WSND news provides listeners with fast, reliable reporting of campus events and, through its Westinghouse and UPI hookups, national and international news. The station's Face the Campus series also brought administrators and campus personalities together on the air.

WSND-FM presents a variety of educational programs and legitimate music. Its organization is separate from AM but it relies on AM for almost all of its financial support. Its current ten watt transmitter barely covers the South Bend area, but the station hopes to enlarge itself to cover most of Northern Indiana and Southern Michigan—if it can raise the money. The station has been trying to get support from either the administration or Student Government, but no money has come. Among special programs aired were the weekly Notre Dame Forum, which this year interviewed candidates prior to the municipal election, and live broadcasts of the Metropolitan Opera from Lincoln Center.



PUBLICATIONS:

The University supports, in varying degrees, publications ranging from slick magazines to underground "rags."



Above, Pat Collins, editor of the Observer. Opposite, Scholastic editor Mike McInerney.

In the United States today, there are more campus newspapers than commercial dailies: over 2,600 college papers on 2,000 campuses. The total of all campus publications—newspapers, magazines, and yearbooks—runs close to 16 million copies per year. The cost of these publications runs close to \$61 million, and that includes many unpaid staffs. At Notre Dame, there has always been a large number of publications. The oldest, and still the largest, remains the Scholastic. Founded in 1867, the Scholastic has developed from a dull literary journal into a weekly with real campus appeal. The magazine has averaged over 30 pages per issue in the past few years. The Scholastic has never had any problem with money—it has been supported by a mandatory student activity fee since it began. Several independent student attempts have been made in the past century to supplant the Scholastic but most failed due to money problems and pressure from University officials. The current attempt to gain a foothold on campus readers, the Observer, is probably the most successful independent attempt in Notre Dame's history.

The Observer, after a good first year, performed a minor miracle this year: it produced over 60 issues and more than 360 pages. Amazingly, the quality of writing really improved in the second semester despite increased quantity. The typography was tremendously improved over last year. The Observer staff finally learned how to handle photographs and its new Varityper; the improvement in the physical appearance of the newspaper definitely increased the number of its readers.

The University supports, in varying degrees, several other publications that have quite specific functions. There is, of course, the Dome, which manages to persist into its 59th year without even the hint of selling ads; and the Leprechaun, which has gone from an acceptable humor magazine underground, and currently has little reputation outside Farley Hall. The Juggler suffered from a deep lack of good fiction on the campus, and couldn't make up the difference with its obscure essays on philosophy and criticism. Dialogue, once a monthly replacement for the Religious Bulletin, is one of the best-written and produced "little" magazines around. It dramatically broadened its view to include essays and book reviews about war, revolution, religious change, poverty, and almost anything else. The college-supported publications were in general better this year than

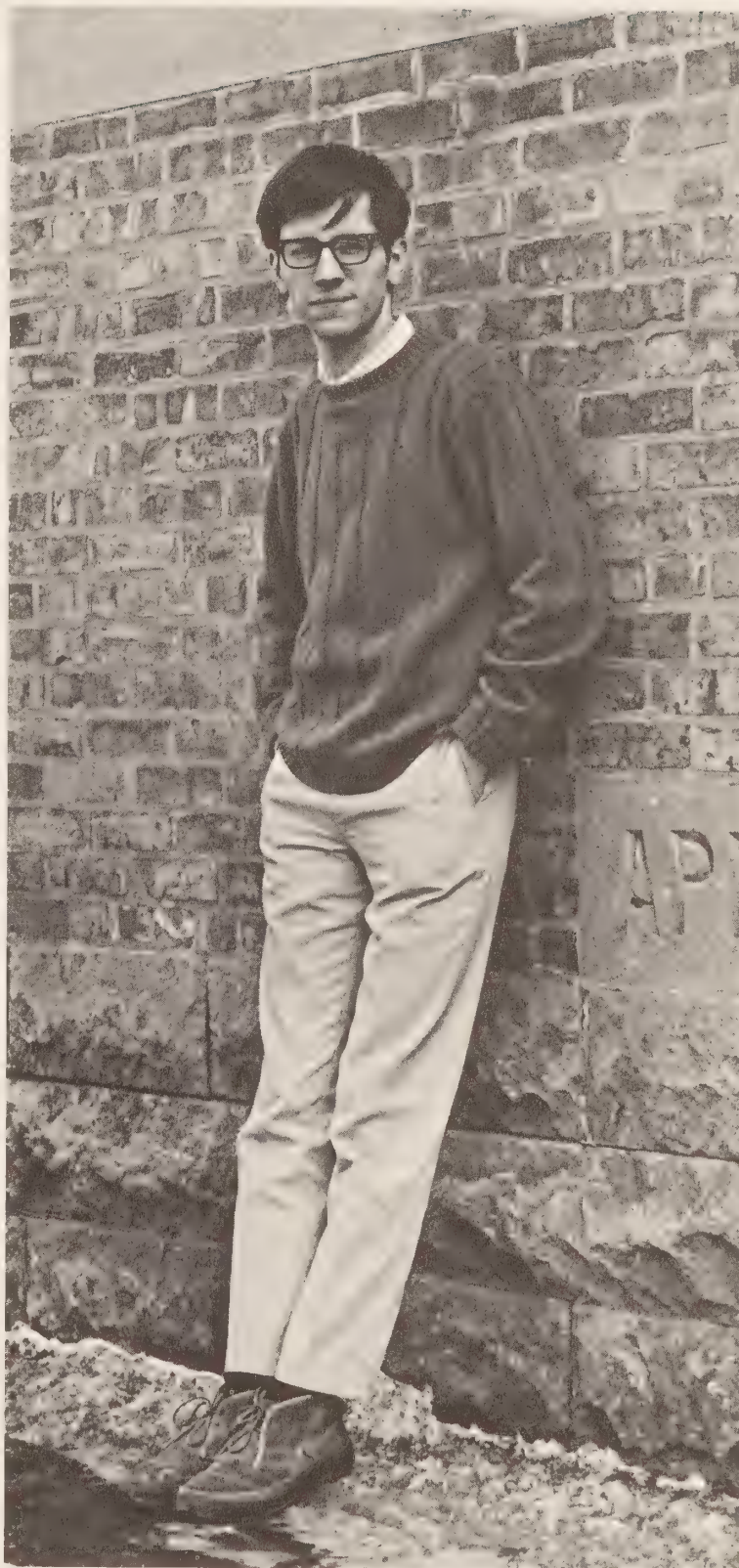
last; but faced with a budget problem, the Science Quarterly published only three times. The Tech Review is the most outstanding of these publication, but the Business Review, in its second year, has the potential to become an excellent undergraduate commerce journal.

There is no Notre Dame equivalent of Haight-Ashbury's Communication Company, but a number of mimeographed and semi-professional "rags" manage to publish regularly. The Lit, published by two freshmen, has been compared favorably to the Juggler—and it may have more readers. The Septuagint and '69er publications of the sophomore and junior classes, really did manage to print more than two numbers. Several halls have "papers" but the only one to make it above surface has been Breen-Phillips' Pacesetter. The radicals, of course, need an outlet bigger than the stream of mimeographed blurbs that appear periodically on the walls of O'Shaughnessey—the off-campus River City Review may fill the need now that the Observer has gone Establishment.

There has been a constant dread in the past few years that the colleges were running out of writers; that the college newspapers and magazines would die under increasingly academically-oriented student bodies. Notre Dame in 1968 has shown conclusively that its students are writing and publishing more than ever before. At a university that offers no degree in journalism, and gives editors of major publications no academic credit (except the chance to take Newswriting I in Communication Arts), the product this year has been remarkable.

The *Scholastic* had a hard time accepting the facts of collegiate journalism life this year. Repeated attempts to revitalize a news section that was hopelessly beaten by the Observer, changes in the format of the Campus section, and increased responsibilities for the news department, all somehow failed. The gradual shift to a features magazine may have been an underlying cause for the uproar that developed over the Scholastic's choice of a student body presidential candidate. The identity crisis of the Scholastic had reached such a point that seven junior editors actually thought they could take over the decision-making. The crisis, of course, was resolved, but it made the problem of finding itself even more acute.

The features section of the magazine very definitely developed as its main attraction. Topics



The Scholastic has developed from a dull literary journal into a weekly with definite campus appeal.



Above, Associate editor Stephanie Phelan and managing editor Bob Metz. Graduated from St. Mary's in January, Stephanie is now in New York City attending Columbia University's Graduate School of Library Science. *Opposite*, Scholastic staff members, front row: Pete McInerney, editor Mike McInerney, and Joel Garreau. Rear row: John Zipprich, Frank Blundo, Tony Ingraffea, Steve Movak, Bill Cullen, Tom Payne, John Walbeck, Denny Malloy, Ed Bocik, and Jim Grady.

ranged from the atrocities of the air war in Vietnam to SUMMA reports. General interest stories were increasingly used as in "Russia: A Fifty Year Perspective." In September, "Summer in the City" gave returning students' reports of what actually happened in the rioting in Detroit, South Bend, Cincinnati, and Milwaukee. Trends on campus and in the New Left were studied in such articles as "Proponents of Pot" which examined the rationale behind the legalization of marijuana and "Those Who Won't Go." An entire issue before semester break was devoted to Projection '68, which consisted of a listing of almost everything that was going on here, and what was to come.

Innovations increased the appeal of the features with special stress given to faculty participation and interviews. Interviews were presented with such noted figures as Senator Mark Hatfield, Father Hesburgh, Father Riehle, and Arther Pears. Also appearing were R. Sargent Shriver, Mayor Lloyd Allen, and Father McGrath of St. Mary's. The Scholastic attempted to run an interview almost every issue.

The creative writing pieces appearing this year provided an entertaining diversion from the factual reports. "The Pez Peril" report by Tom Henehan was a spoof on the use of drugs by students. Stephanie Phalen presented in "Myth" a poetic look at Notre Dame by a St. Mary's girl, and Jack Crawford's "What a Stupid Thing to Think About at a Time Like This" was perhaps one of the best pieces appearing on campus all year.

Sports initially experimented with a psychedelic type of football report which failed miserably and then lapsed into the proven style which produced nothing exceptional. Excellent photography and initiation of the Captain's Table highlighted sports reporting at least during football season. The Football Review was again just a compilation of newspaper articles, but a Captain's Report and section pointing out the outstanding players in each game gave the Review a personality lacking in previous years. Basketball accounts were spotty at times, but the series by "Dixie" Restovitch provided an excellent chronicle of the evolution of basketball as a big-time sport at Notre Dame. Coverage of smaller sports was inequitable with swimming, tennis, and golf receiving only nominal mention. However, projected interest was the prerequisite for coverage and a rugby game account appeared to have more readers than tennis statistics. And there was the special on the fencing team in the midst of their amazing winning streak plus occasional reports of hard-hitting hockey games.





The features section of the magazine developed as its main attraction.

In its editorial policy the Scholastic embodied for the most part the precepts of the New Left. Editorials consistently condemned the war in Viet Nam, the draft, and one called for the legalization of marijuana. Although the issues of civil rights, race riots, and Student Senate actions were occasionally treated, the war and its representative establishment here on campus, ROTC, were the most frequent targets. Major features such as "Rolling Thunder" and "Death from Above" also continually harped on the bestiality of the air war. Every issue contained some mention of the war in Viet Nam or ROTC with subsequent condemnation.

But the only major news story scooped by the Scholastic was, in fact, one which they created themselves. When the magazine endorsed Pat Dowd for Student Body President, seven junior editors circulated an endorsement of Rich Rossie in the name of "the Scholastic editors." Editor Mike McInerney consequently fired all seven juniors on the grounds that they had no right to use the Scholastic masthead in their flyer and that they had never consulted with him on the endorsement. For a week, the Scholastic was put out by McInerney, Managing Editor Bob Metz, Associate Editor Jack Melshimer, and an editorial staff composed of underclassmen, former Crux members, and friends. But after one issue McInerney and the former editors were reconciled and the magazine returned to normal. McInerney, criticized at first, refused to give in to a power play and accept a quick compromise "for the sake of the magazine." He maintained the position that the editor's word was final, and not determined by the staff—the only realistic position an editor can take.



Opposite, sports editor Mike McAdams, business manager Pete McInerney, John Melsheimer, associate editor; and Tim Schlindwein, circulation manager. *Above*, news editor Joel Garreau, contributing editor Tony Ingraffea, and Bill Cullen, copy and layout editor. *Left*, contributing editors Marty McNamara and Tom Henehan. The rift that developed between Mike McInerney and the junior editors over the student body presidential endorsement was quickly resolved, but the senior editors retained sole responsibility in the determination of editorial policy.

The Observer performed a minor miracle this year producing over 60 issues and more than 360 pages.

News reporting held the best prospects of the *Observer* and resulted from the primary aim of editor Collins and his staff—to highlight news events which would be significant to students here at Notre Dame. The *Observer* broke all major local news stories: the dismissal of Sister Mary Grace, the March on Washington, the results of the General Assembly of Students and the student body presidential campaign. Reports of lesser actions in the Student Senate, such as senior cars or hall autonomy along with current changes in national draft policy provided readers with some perspective of what was happening on campus. But the quality of the news stories resulted primarily from the reporters themselves. Top reporters were Tom Figel and Dennis Gallagher, who maintained surprising objectivity and clarity in their reports. Tom handled the coverage of the General Assembly and Dennis reported on both the Washington peace march and the campus presidential election.

A new emphasis was given to columns this year and not too surprisingly Figel and Gallagher emerged as the most popular of the columnists. Figel consistently touched on subjects of importance, presenting both the issue and his own views. He had a pre-occupation with the draft and in endorsing Viet Nam critic Mark Hatfield for nomination by the Mock Convention he made a call for the university to “stand by what it thinks.” Dennis Gallagher was the more eloquent of the two but lacked consistent appeal in his subject material. In most of his articles such as the ones supporting the Washington peace marchers or evaluating the current role of Dr. Martin Luther King he had something to say and his point was well made. But occasionally Gallagher got carried away in his own grand philosophy of life. Second semester brought four new columns written by Mary Chris Jarabeck, Tom Brislin, Tom McKenna and Pat Collins along with occasional appearances by Joel Connelly and Jay Schwartz.

Editorial policy of the *Observer* allowed for much more diversity than that of the *Scholastic*. Viet Nam was occasionally editorialized but the criticism of the war itself was handled for the most part in the columns. *Observer* editorial policy was flexible; it was dictated by what was happening at the time both on and off campus. Editorials first panned the rise in Huddle prices, the Bookstore, the need for parietal hours, and the armed campus police. Later, the paper endorsed Senator Eugene McCarthy for the Democratic presidential nomination and supported the March on Washington. Appeals were made





Opposite, Managing Editor Tom Figel and Tom McKenna, a regular columnist. *Left*, columnists Mary Chris Jarabeck and Jay Schwartz. *Below*, business manager Bill Kelly.





Opposite, Observer staff: Kevin Kelly, Jack Crawford, Pat Collins, editor; Bill Kelly, Chris Wolfe, Don Holliday, Pat Barbolla, Paul Godbout, Tom Condon, Dennis Gallagher, Steve Setzer, John McCoy, Sam Rumore, Mike Corbett, Tim O'Meilia, Tom Ehrbar, and John Alzamora. *Above*, associate editor Tom Condon with Dennis Gallagher, executive editor and Woodrow Wilson scholar.

Editorial policy was flexible; neither the campus hippie, Hershey, nor the bookstore escaped.

for action in the Student Senate and such progressive legislation as hall autonomy was lauded. The editors did not continually harp on a single issue but looked for other areas that deserved criticism and needed reform.

Sports reporting lacked completeness, especially in football. Sometimes only a few plays were in the Irish Eye column. Statistics were usually missing in reports of both football and basketball games. And in the midst of the best basketball season in a decade, an away game against Air Force and the next home game against Detroit, both victories, were mentioned only in the News in Brief. No report whatsoever appeared on the away Creighton game. Though both picture and copy coverage of basketball increased later in the year, this almost total lapse in sports reporting was inexcusable for the greatest part of a student body which usually considered sports more important than the latest student senate report.

Features were of secondary importance to news and editorial presentation. An innovation this year was the two and three part series, some of which covered the hippie at Notre Dame, the problems of married students, and the infirmary. Rich Rossie once presented a treatise on student power and Tom McKenna described the inner working of student government in "Trials of a Social Director." Also presented was an explanation by Chris Murphy of his decision to join a law suit against Selective Service head, Louis Hershey.

The Observer has emerged in just one year as a valuable professional news medium and there are hopes of further expansion in the near future. With more funds the paper could become a daily providing some national and international news along with campus news stories. Pat Collins sees a need at Notre Dame for a "mammoth," a great collegiate newspaper. In a nation with more and probably better collegiate publications than general newspapers, the Observer may very well fill that need.





Top, Juggler staff: Tom Henehan, Rich Zientek, Michael Patrick O'Connor, Marty McNamara, Steve Rodgers, Mike Ryan, editor; Mike Lonergan, John Alzamora, Dennis Gallagher, and John Flemming. *Above*, Notre Dame Dialogue staff: Bill Wyar, Forrest Hainline, Tom Kirchner, Mary Jansen, Barbara Nolan, editor Mike McCullough, Ken Guentert, Trudy Ernst, Laurel Wight, Gretchen Gretsche, and John Holsinger.

**Dialogue: pacifism, McLuhan,
Pentecostalism, Marxism.
Juggler: brilliant editorials,
bits of clothing, the Y.L.G.A.**

Notre Dame Dialogue added a new dimension to campus journalism this year. The university's first monthly journal of essays and book reviews, *Dialogue* extended an invitation to all students and faculty members to contribute articles on topics related to their own special intellectual interests. The editorial policy of Michael McCullough and William Wyar favored essays on political affairs and social problems. The themes of war, revolution, religious change, and poverty predominated. Among the positions advocated by *Dialogue* contributors were pacifism, conscientious objection, Christian-Marxism, and a radical reorganization of our country's political goals. A debate on abortion was initiated by an editorial favoring the legalization of abortion. Discussions on McLuhanism, Pentecostalism, and cybernetics were also presented. Called by Dr. George Shuster "the most enlightening continuous manifesto of what this university is all about" *Dialogue* has demonstrated that it can serve an important function in Notre Dame's academic life.

The *Juggler* has never had a wide audience at Notre Dame; nevertheless even with the burdens of a small staff and an even smaller budget, the magazine has steadily increased in quality. Under the unbelievably competent editorship of Michael R. Ryan, with the help of the literary genius of his two associates, Michael D. Lonergan and Stephen L. Rodgers, the *Juggler* was the bulwark of the creative and intellectually cognizant sensibility against such negative forces as the *Dome*, *Observer*, and *Scholastic*. Yet the *Juggler* has not gone unrecognized. Such innovative changes on the part of Ryan as the substitution of brilliant editorials for a jejune and archaic legend, and the establishment of complete and thorough reviews on recent books as a regular feature brought throngs of admirers to Ryan's room in Lyons Hall in search of autographs, bits of clothing, and original manuscripts of poems. But of course, such hero-worship is irrelevant when seen in the light of the international accolades the *Juggler* received this year: 2nd prize in typography from the Joyce-Pound-Melfi-Googe-Middleton & Rowley Dyspeptic Society; the happiness award from the Young Literary Geniuses Association and various grants from respected institutions such as the Morrissey Loan Foundation. When asked to comment on the sudden but indeed well deserved fame of his magazine, Ryan is said to have replied, "What?"



Above, the members of the Science Quarterly staff: John Gillespie, Daniel Casey, Gary Cooper, Michael Lubozynski, Mark Sabol, Thomas Hansen, John Masley, Thomas Gorin, Michael Stack, editor Jeffery Wilkins, and William Tito. *Top*, Tech Review staff: Michael Troyer, Richard Greff, Anthony Ingraffea, Mike Gianelli, Albert Andry, James Stoffel, Bruce Quinn, Paul Bonfanti, Walter Hraban, Brian Schanning, editor; Stephen Kast, Edward Filusch, Robert Mitchell, Kevin Dahill. *Opposite*, staff of the Business Review, row one: Robert Floyd, James Knaus. Row two: Jorge Robert, Susan Slavin, Dick Gavigan, business manager. Row three: George Thompson, Richard Pivnicka, managing editor; Steve Van Voorhis, and Michael Karnes, editor.

The Technical Review, Science Quarterly, and Business Review spent the year searching for technical articles with general interest.

All colleges except the College of Arts and Letters sponsor student publications. The College of Engineering boasts the oldest and most established in the Tech Review, while the business school sponsors the Business Review, and the College of Science, the Science Quarterly.

The *Tech Review* continued the high quality of its articles not only in their technical content but also in the increased readability of the presentation. This trend toward a more effective communication with students, which is also noticeable in the other college publications, is implemented in the TR in several ways. A "Senator's Report" was instituted this year along with introductions of Dean Hogan and new faculty members in the November issue. A regular feature, "Beneath the Surface," presented reviews of current developments and special programs in each engineering department such as the parafoil experiments in aerospace.

Four technical reports were the basic content in each of the four issues presenting private research reports by engineering students. The articles presenting general explanations were the most readable

but other more technical articles were made comprehensible by well-chosen illustrations and simple graphs. Some of the more interesting articles were "The Light Fantastic," a study of laser light, and "Bone Deterioration," which described the application of electrical engineering principles to a problem in space travel.

However some articles remained very technical and difficult to grasp for the average student. This results from the secondary role of the Tech Review—to project the image of the College of Engineering outside of the university. But for engineering students, they were valuable in showing undergraduates that the application of engineering principles to the solution of a problem is not often a cut-and-dried affair.

The Notre Dame *Student Business Review*, only in its second year of publication, is still experimenting with types of articles and format. Most articles were informative studies of actual activities and trends in the business world with a few dealing with closely related economic theory.

Readability was prerequisite for each published article. Articles were chosen which appealed to both business and non-business students. "Negative Income Tax" explained the proposed reverse income tax and "Wall Street: Yesterday and Today" gave a concise history of the stock market and its basic workings in today's economy. Each issue contained a book review, a club page highlighting the programs and field trips of the business clubs, and a preview of upcoming activities and speakers.

The *Science Quarterly* underwent the most drastic change of the college publications. SQ presented almost twice as many feature articles as in past years. The philosophy behind this new format, according to editor Jeff Wilkens, is that the wider the variation in topics, the more the magazine can reach its readers with a subject that interests them.

Each issue contained about eight main articles usually including no more than one or two in-depth studies. The Quarterly surely could not get entirely away from scientific research reports but it tried not to get carried away with the technical. The only difficulty in such a format, however, was the loss of the personal-research article that is the mainstay of any professional magazine.

Most of the other articles dealt with general interest topics such as heart transplant techniques and the growth of a tumor. Innovations this year were reports from the Student Science Council and interviews with visiting scientists and doctors including Dr. Robert Hufnagel, who heads heart surgery at Georgetown University. Also there were regular reviews of developments in each of the college's departments and a special evaluation of the premedical program.

The Science Quarterly staff made an effort to improve its quality by presenting more material pertinent and readable to the student and, at least from the students' point of view, they have succeeded.



1968 Dome sets a new, all-time intercollegiate verbiage record, beating the 1966 Yale Banner by 1200 words per page. "It kept growing and growing," Heskin moans. "I feel like Robert McNamara!"



Above, 1968 Dome editor, Dave Heskin. *Right*, Members of the Dome staff: George Stevens, Bert Feliss, Lou Gidel, Steve Griffin, Kevin Flynn, Gwynne Morgan, Greg Neuman, Gary Greve, Tom Voglewede, John Dempsey, Pat Wilson, Larry Ryan, Dave Ward, Dave Jaworski, Ray Maddalone, Ken Manning, Marianne Hunt, Steve Wright, Alex Wyatt, Babs Gibson, Keith Harkins, Jim Rocap, Dave Heskin, editor; Pete Gormley, Ron Spahn, Fred Stavins.





Below, the Dome's five section heads; top bunk, Pat Wilson, Organizations; middle bunk, John Dempsey, Seniors; lower bunk, Bill Larsen, Academics; standing, Ray Maddalone, Student Life and Gary Greve, Sports. Opposite, above, Managing Editor, Dave Ward and Associate Editors, Barbara Gibson and Kevin Flynn. Opposite, below, Photography Editors, Keith Harkins and Jerry Murphy.



Heskin's regime was marked not only by insubordination, dissent, corruption, and outright brouhahas, but also by constant introspection and divisive self examination.

"Incredible." "Unbelievable." "Corrupt." Yes, even "Incompetent." All were heard this year as word spread that the 1968 Dome was out to top last year's effort. Indeed, those same expletives were heard last year. But, then, this year's staff was seriously out to set records. In their own strange way, they succeeded. As the year wore on, it became apparent that the Dome not only would set a University record for most words in a yearbook, but would top the nationwide standard, the 1966 Yale Banner, with well over 3,450 words per page average. "It kept growing and growing!" Dave Heskin, the 1968 Editor, moaned, "I feel like Robert MacNamara!"

The fact that the Dome was able to produce this amazing amount of verbiage is due to the staff, which, Heskin admits, "manufactured" well over half of all the facts used. Not only that, but a record number of campus pictures were stolen in mid-February from the files of the South Bend Tribune when it became apparent that the photographers, led by the Photo Editors Jerry Murphy and Keith Harkins, wouldn't be able to produce.

Other underhandedness was involved in the Dome's choice of paper. A huge brouhaha developed in October when Babs Gibson, an Associate Editor, demanded pink gilt-edged onion skin, while Dave Ward, the Managing Editor, wanted brown papyrus with an alpaca cover. Heskin resolved the issue quite simply when he discovered the door to the Observer office open one night and summarily stole enough used Observers to supply the printer with paper that would last well into 1969. The staff, as well as Fr. McCarragher, applauded the move.

"You think our staff is corrupt?" Heskin says. "Ha! You should see our printer!" The printer, Foote & Davies of Atlanta, Georgia, managed to make an



"incredible" number of errors, and since correction for each error costs \$2.40, charged the Dome \$18,-320.12 for corrections, not to mention the price of printing itself. Heskin had to get the money for that by convincing the University administration that the Dome needed a paneled office and a Picasso.

The actual task of writing what Kevin Flynn, another Associate Editor, calls, "the first non-fiction yearbook" fell to the section heads. Academics Editor Bill Larsen managed to invent an unbelievable number of facts about the Business School. Organizations Editor Pat Wilson ignored campus poobahs completely and interviewed obscure students at I. U. Extension for his quotes. Sports Editor Gary Greve threw out his record book supplied by the University sports publicity department when he discovered a rugby team member trampling his chrysanthemum patch behind Zahm Hall. Ray Madalone invented an entire weekend when he couldn't find the Social Commission's office. Finally, graduates Editor John Dempsey, when faced with 30 blank pages after a slight miscalculation, pirated the entire Senior class from the 1954 yearbook of Austin Peay State College.

Heskin, once a frustrated architecture major, and now an incompetent chemical engineer, remained unruffled by the hanky-panky going on with his book. "To quote my idol, Marshall McLuhan, 'the medium is the you-know-what.'" Heskin disregarded content completely in his attempt to design the book. "If it pleases me, that's all that counts," he says. Indeed, if the Dome this year is a paradox, it is a paradox within a paradox why design-oriented yearbooks like the Dome continually manage to produce award-winning volumes. John Dempsey may have the answer when he says, "All that copy is just a hoax. The judges never read it!" We hope so, John.





Albert Skiles

ATHLETICS:

Student athletes see a new increase in the emphasis on sports.

In 1968 Notre Dame maintained its place as an athletically prominent university. In the past it has achieved this position of recognition and fame from the almost annual success of its football team, but it has now spread to the success of all the various sports and even the club sports. And through this general success, the student body voiced its enthusiasm and pride in the schools' teams.

Student opinion varied concerning the amount of emphasis on the sports, but an overwhelming percent gave a general acceptance to it. Gary Ticus, captain of the wrestling team, says, "Sports are greatly emphasized but I think it takes up the slack in the social life here at Notre Dame and as far as being overemphasized, I think it should be that way for an all male university." In addition, fencer Tom Connor gave this statement: "Notre Dame is not only known for its sports ability, but also for its educational status. And I don't think the emphasis put on sports is hurting that one bit." A fellow fencer and captain of the squad, Tom Sheridan, says, "Notre Dame is sports oriented and the students themselves are good athletes who get into the sports and those that aren't get involved in cheering and help tie together your whole college existence."

To achieve a high sports standard, a strong athletic and recruiting program must be maintained. The recruiting program in the major varsity sports, such as basketball and football, is always in search of high school talent that would be an asset to the Fighting Irish tradition and grants them a scholarship in their particular varsity sport. Some sports are given many scholarships—up to 40 percent in football—and others aren't given any. Ken Howard, co-captain of the cross country team, says, "I don't think there should be any increase in the scholarships given in football, basketball, or track, but wrestling and swimming definitely need some scholarships to help make their competition in somewhat of a higher class."

Athletes are amazed at the enthusiasm and interest the Notre Dame student body gives to the athletes. "One thing I enjoy about Notre Dame," says track star Bob Timm, "Is that we have a lot of appreciative students who have a good knowledge of different sports and appreciate a good performance." Defensive halfback Jim Smithberger says, "I feel there is a certain amount of prestige involved in playing for Notre Dame. It's not necessarily the national face and recognition

The minor varsity and club sports need more publicity to expand their program.



that you'll gain, but it's the feeling you get knowing the students around here are behind you."

But varsity sports are only a small part of the athletic program at Notre Dame. A variety of club sports are open to any student who wants to join. "No experience necessary. Just determination," says the rugby posters. And an unusually big intramural program is also available for those who just want to get some exercise and compete on their own level of capabilities. But some of these activities which are highly organized, and even some of the minor varsity sports, are not emphasized or given publicity. Basketball guard Jim Derrig says, "They could give the minor sports and intramurals a little more publicity because you don't find out about some things until they've happened." The student enthusiasm in the varsity sports is of a different nature and is illustrated by tennis star Jasjit Singh, who says, "I think the student body takes a lot of interest in football and basketball, but most of the smaller sports aren't given enough interest because there isn't enough publicity telling when and where everything is going to take place." Outfielder Frank Orga adds, "Fencing, track, baseball, swimming, and hockey, when it becomes a varsity sport, could draw the fans if they were given the opportunity. If they gave to each sport the same amount of credit through the Observer or the Scholastic, then these sports will become bigger and better."

1968 is a turning point for almost all Notre Dame teams. Ole Skarstein, Norwegian track man, says, "As the years go by even more emphasis will be put on sports and I think there will be more varsity sports." And undoubtedly the reason for this is the near completion of the Athletic and Convocation Center which will house the new basketball arena under one dome and the ice arena under the other. Not only will it aid the varsity sports but it will aid the student body by providing increased facilities for different forms of recreation, such as more handball courts and new facilities for indoor baseball, tennis, and golf practice. Hopefully the Center will provide a drawing card for better competition and more spectators. "As we get more money, say from hockey," says swimming captain Tom Bourke, "the sports will be expanded gradually and as the endowment rises more sports will come into championship caliber." Pete Farrell, captain of the track team, says, "Another important thing is that it's going to bring people here who will pay, and this will be helpful to the Athletic Department in making better training facilities which are sorely needed for winter conditioning." But aside from all improvements and expansions, basketball captain Bob Arnzen predicts, "within the next five years, I think Notre Dame basketball will be on the same scale as football." The future for all of Notre Dame's sports clearly shows no reduction in the high place they now occupy as campus activities.



FOOTBALL:

**They had character.
They had problems.
They had pride.**

Pride! That IS football at Notre Dame.

Like every year in recent memory, those pre-season football polls failed again. The only thing wrong was that Notre Dame was everybody's number one. The Irish slipped out of the top 10 for the first time in two years when Southern California brought the record down to 2-2. But the one word which sums up what helped the Irish come back—more than defense, more than offense—was pride. That old Irish tradition came up with six straight wins to complete the season at 8-2 and a number four rating.

The first test was California and Ara hoped that all of the pre-season problems that the pollsters had ignored were solved. These problems—defensive front four and the running capabilities of the offensive backfield—were crucial to the success of the team. The defensive line suffered the biggest blow from graduation with the loss of Alan Page, Pete Duranko, and Tom Rhoads, which only left massive all-American Kevin Hardy to build around. The offensive backfield had similar problems with the loss of superstars Conjar and Eddy, leaving only Bob "Rocky" Bleier, the captain of the 1967 squad, to handle the backfield duties.

Nevertheless, the Golden Bears proved to be no match for the powerful Irish. Halfback Dan Harshman opened the scoring for the Fighting Irish by scurrying around left end for the first touchdown of the year. Junior quarterback Terry Hanratty ran for one touchdown and tossed another to Bob Bleier to impress upon the fans that the passing game had really been developed. Linebacker Dave Martin had a field day with Larry Bronk's passes, intercepting two and setting up scores for the Irish. The statistics didn't show it, but the two problems that worried Ara were still troubling him after the game, but no one cared because the scoreboard finally read 41-8.

Riding on the aftermath of this victory, a train load of student trippers rode to Purdue with visions of a sweet victory over the Purdue Boilermakers. Once in the "snake pit," however, things looked very clouded. On the second play from scrimmage, Kevin

Hardy injured his ankle and didn't play the rest of the game. And for the first time in three years the opposition scored on their first possession of the football. Immediately, the 1965 Purdue game—which also followed an impressive victory over Cal—came to everyone's mind. Time and time again, a record total of 63 times, Hanratty went back to pass and on a record total of 29 times found his receivers. It was a see-saw battle with Purdue scoring first and Hanratty tying it by sneaking over from the one yard line. Joe Azzaro's kick gave the Irish a 7-6 lead. In the fourth quarter a 27-yard pass to Paul Snow once again tied the score at 21-21, but Notre Dame was unable to return after Purdue scored again, and two receivers dropped passes in the end zone.

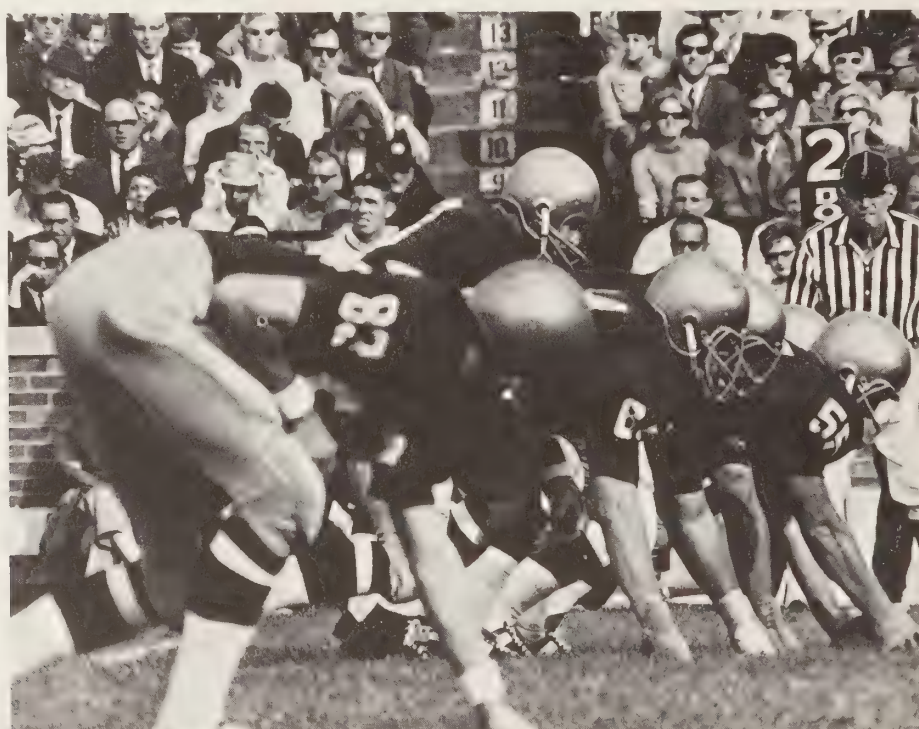
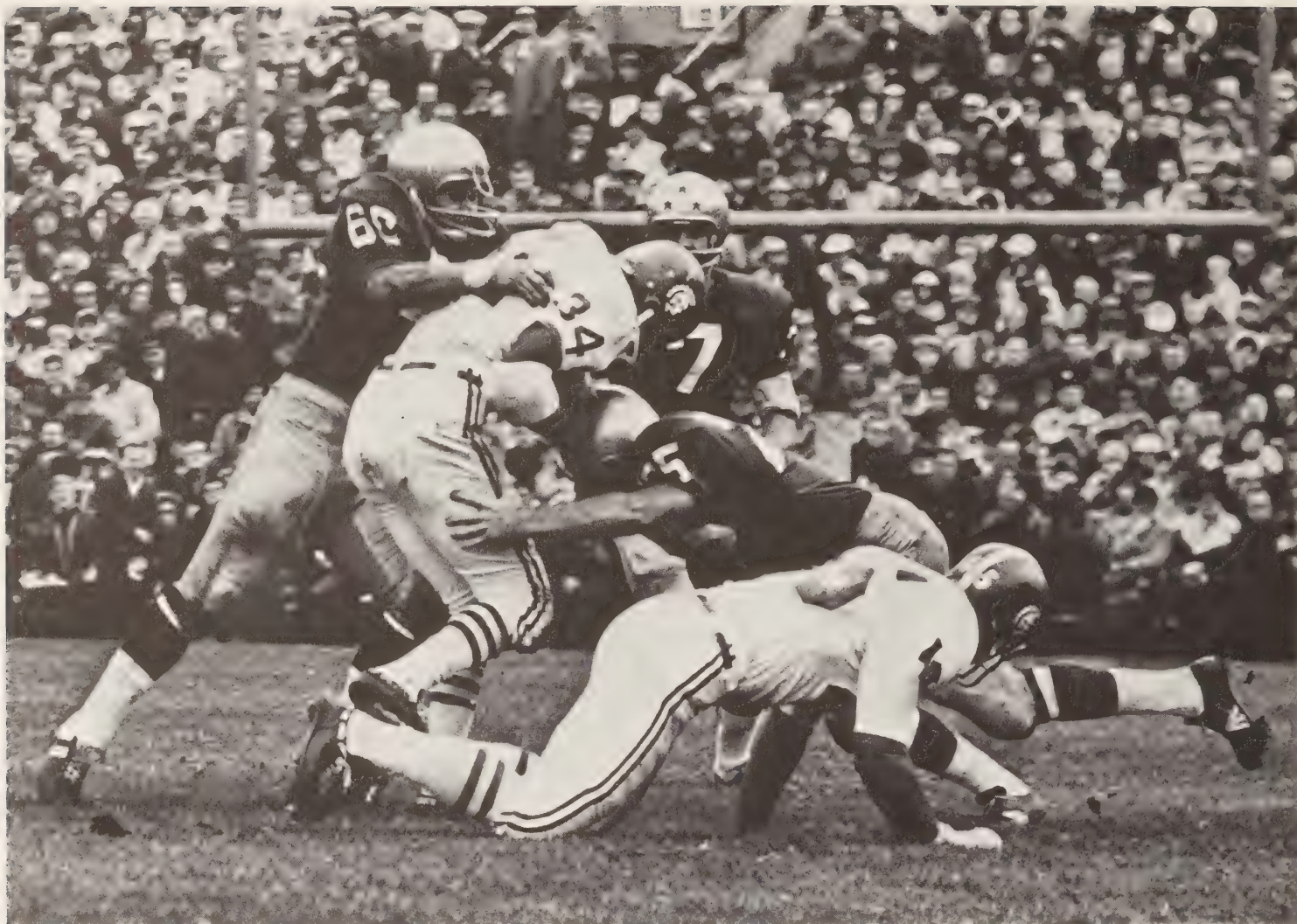
Spirits were deflated but a sign on the Bookstore of "We're proud" epitomized what "Rocky" Bleier said in his Scholastic column, "What happened at Purdue wasn't caused by them—we beat ourselves. So remember—Keep the faith, baby!"

"I don't know how you can gain 485 yards and lose a ball game, but Iowa will pay for that tomorrow." These were the words of ex-Irish great Johnny Lujack in addressing the student body at the pep rally before the Iowa game. The Hawkeyes did pay in full. They were out of the game the minute they stepped onto the field. Once the Irish got the ball they drove to the one-yard line, but were unable to score. On the next series of plays Terry Hanratty crashed over for the score. Sophomore fullback Jeff Zimmerman replaced Ron Dushney when he was injured in the first quarter and went on to score three of Notre Dame's touchdowns for the day. The reserves finished the half, and a score of 56-6 was anticlimatic. The fans were thrilled to see that the Irish were not hurt by the loss they had received last week.

Spirits were high as Southern California came to South Bend trying to spoil Notre Dame's Homecoming. They were the number one team in the country and out to avenge the trouncing they had received from the Irish last year. Everything the defense did seemed to come out near-perfect. Terry Hanratty scored the lone touchdown and gave the Irish a 7-0 lead at halftime. But it was also a disappointing half. Though the defense held the Trojan's vaunted halfback O. J. Simpson to a total of 42 yards in 20 carries, the offense was still unable to capitalize on any scoring opportunities. Frequent and costly fumbles and interceptions stopped many Irish drives.



Above, Terry Hanratty hands off to fullback Ron Dushney as "Rocky" Bleier, Steve Quinn, and Dick Swatland open a wide hole for him up the middle.





The 1965 Purdue game to everyone's mind - "Keep the faith, baby!"

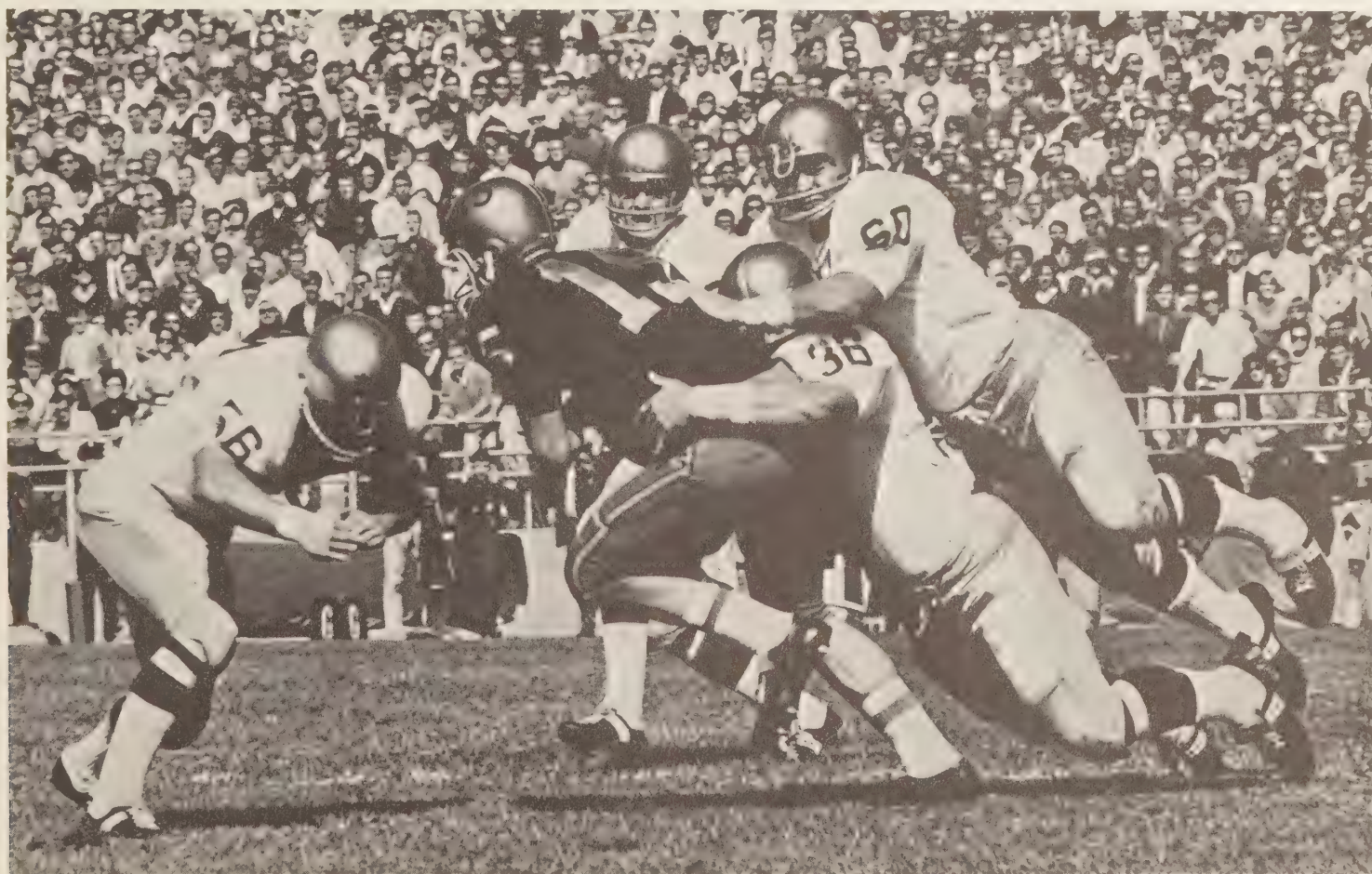
Opposite, above, linebacker Mike McGill, safety Tom Schoen, and defensive halfback Jim Smithberger close in on Michigan State halfback Dwight Lee. *Opposite, below*, the second string offense, led by quarterback Coley O'Brien, didn't see much action this year, but they did show much promise for replacing the lost graduates. *Above, left*, a new NCAA rule allows a player to come to the sidelines to discuss with his head coach the strategy of the next play. Here junior quarterback, Terry Hanratty receives his instructions from Coach Ara Parseghian. *Above, right*, Captain "Rocky" Bleier, both dependable as a runner and a pass receiver, grabs in one of Hanratty's record 29 completions against Purdue.

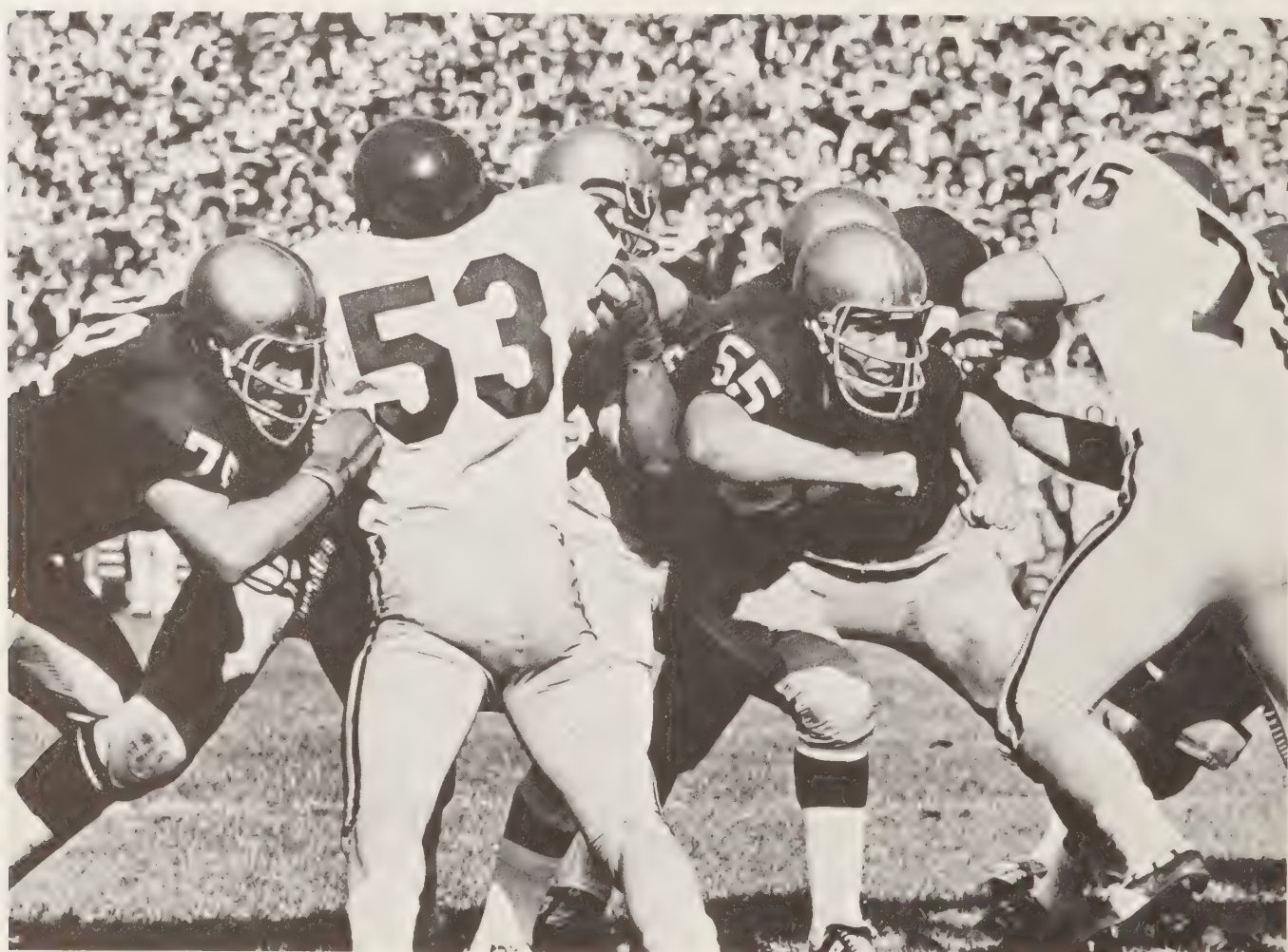
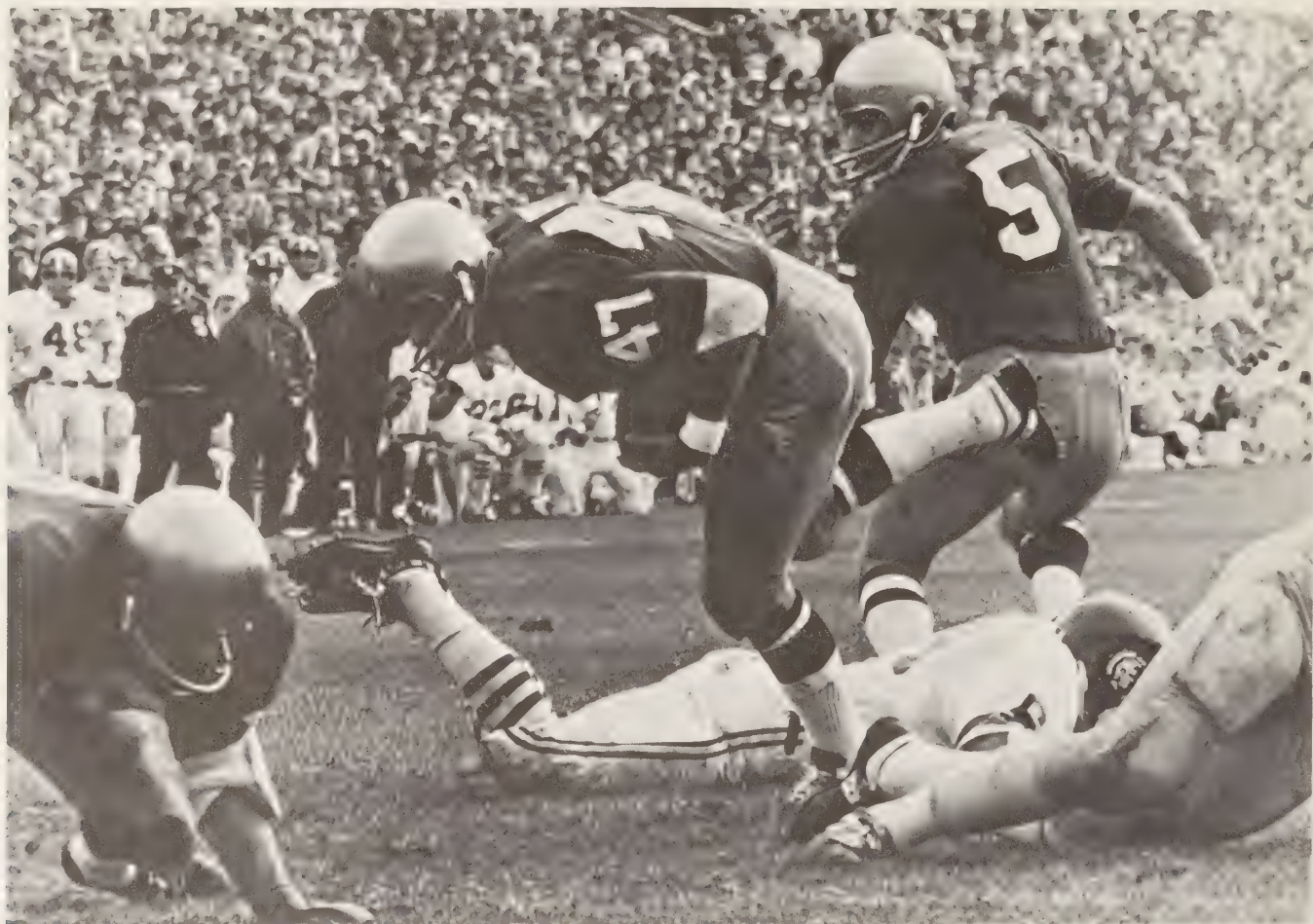
The second half proved that a 7-0 halftime lead was not enough against Southern Cal.





Opposite, above, Jim Seymour set a new reception record with this catch, a 48 yarder from Hanratty against Illinois, and went on to score. Opposite, below, Southern California's all-American halfback O. J. Simpson tries to run through a hole created by his line but Notre Dame's all-American Kevin Hardy and Mike McGill quickly block it. Left, next year's co-captain Bob Olson squares off with a stumbling Charley Harris of Michigan State. Below, Dave Martin sets to stop Purdue's sophomore quarterback Mike Phipps as Bob Olson and Mike McGill ride him to the ground. However, Phipps did not always go down as easily; he consistently riddled the Notre Dame defense, hampered by many key injuries.





After a 2-2 record, the running game was stressed and the Irish began to win.



Opposite, above, After a handoff from Hanratty, sophomore full-back, Jeff Zimmerman bursts through the line for a quick gain against Michigan State. After the Iowa game, he entered the starting lineup and amassed a total of 591 yards for an average of 4.4 yards and scored 9 touchdowns. Duffy Daugherty watches the proceedings in the background. *Opposite, below,* The Irish offensive line provides ample blocking for the Irish. Tim Monty (55) and next year's co-captain George Kunz (78) protect an Irish punt. *Above,* Automatic Joe "The Toe" Azzaro booted a total of 61 points for the year, the most points scored by any of the Irish, making better than 90% of his attempts.

The second half proved that a 7-0 halftime lead was not enough. On the opening kickoff, an Irish fumble on the 20-yard line gave the Trojans the ball and a few plays later they scored. Quarterback Steve Sogge then directed a touchdown drive capped by a 36 yard run by Simpson. The rest of the half the Irish were helpless.

After four games and two defeats, the Irish looked for a new offensive attack. The receivers of the dominant passing attack of the Irish were so well covered that a total of 15 interceptions had taken place, almost equal to last season's total. With Jeff Zimmerman and Bob Gladieux in the lineup, the Irish began to concentrate on the running game and began to win.

Against Illinois the Irish struck early. After two field goals by Joe Azzaro, Tom Schoen set up the first touchdown with a long punt return. Zimmerman scored on a burst from the seven. Bob Gladieux, completely recovered from last year's leg injuries, easily found his way through the Illini defense for 105 yards and two touchdowns. Joining Gladieux in starring in the game was all-American Jim Seymour who caught five passes, two for touchdowns of 18 and 48 yards. With these receptions, he set a new career record, surpassing Joe Heap's old total of 71. The Irish played their most balanced game, with Kuechenberg, McCoy, Norri, and Lauck holding the Illinois ground attack to minus four yards.

Little of the hard-hitting action of last year's Notre Dame-Michigan State Poll Bowl was witnessed in this year's contest. Linebackers Dave Martin, John Pergine, Mike McGill and Bob Olson combined to make a total of fifty-six tackles and gave ABC's national viewing audience a glimpse of the defensive ability of the Irish. Jeff Zimmerman supplied the excitement, running for two touchdowns of 7 and 47 yards and catching a 30-yard pass from Hanratty. Altogether he amassed 135 yards in 20 carries for an average gain of 6.8 yards.

The last home game of the 1967 season for the class of '68 was also the third straight victory for the Fighting Irish. They racked up a total of 509 yards against the Midshipmen of Navy. Bleier scored twice on two yard runs capping spectacular running and passing attacks. A 10-yard pass to Jim Seymour gave the Irish another score in the second quarter. In the third period the snow began to come down heavily, but it was clear enough for reserve quarterback Coley O'Brien to spot Nick Furlong open for a 47 yard gainer, taking the defender with him and sliding ten extra yards. The Irish went on to romp, 43-14.

Before the clashes with Georgia Tech and Miami, Notre Dame was scheduled to play a practice game with Pittsburgh. In scoring their only shutout of the year, 38-0, the Fighting Irish easily handled the Panther Cubs, running them all over the field. All-American safety Tom Schoen had a great day, gaining 167 yards on 9 punt returns, running one back for a touchdown, and intercepted a Pitt pass.



The Irish slipped out of the top ten for the first time in two years, but ended up with a number four rating.





Opposite, above, Michigan State fullback Regis Cavender, tripped up by linebacker John Pergine, flies through the air while Mike McCoy (77) and Chick Lauck converge. *Opposite, below*, fully recovered from last year's injuries, Bob Gladioux, along with Zimmerman, became the most consistent runner for the Irish with a 4.6 average. *Above*, all-American Tom Schoen demonstrates to the Illinois fans his unique ability on punt returns. Tom placed on four all-American teams, and set six Notre Dame records, including his 167 yards gained on punt returns against Pittsburgh.



1967 Notre Dame Fighting Irish

Front Row — (left to right): John Pergine, Mike McGill, Kevin Hardy, Dave Martin, Dick Swatland, Captain Bob Bleier, Tom O'Leary, Tom Schoen, Jim Smithberger, Dan Harshman, Steve Quinn. **Second Row** — (left to right): Rudy Konieczny, Mike Heaton, Kevin Rassas, Dave Haley, Joe Azzaro, Mike Burgener, Tom Furlong, Dan Dickman, Dennis Kiliany, Gerry Wisne, Mike Kuzmicz, Paul May. **Third Row** — (left to right): Bill Hurd, Alan VanHuffel, Dan O'Connor, Coley O'Brien, Bob Gladieux, Ron Dushney, Jim Seymour, Terry Hanratty, Eric Norri, Chuck Lauck, Tom McKinley, Roger Fox, Mike Malone, Lou Fournier. **Fourth Row** — (left to right): Associate Manager Bill Russo, Head Manager Dave Zell, Joe Freebery, Paul Snow, Bob Belden, Frank Criniti, Rene Torrado, Ray Fischer, Ed Tuck, Tom Reynolds, Curt Heneghan, Tom Slettvet, John Lavin, Jim Leahy, Associate Manager Jim McCarthy. **Fifth Row** — (left to right): Bob Olson, Eneas Freyre, Steve Lambert, Dan Romanski, Mike Holtzapfel, Chuck Landolfi, Brian Stenger, George Kunz, Tim Monty, Ed Vuillemin, Tim Swearingen, Tom Quinn, Jim Winegardner, Bob Kuechenberg, Ed Ziegler, Jim Reilly. **Sixth Row** — (left to right): Don Reid, Tom Lawson, Mike McCoy, Rick Ness, Tom Nash, Dennis Kerrigan, Terry Brennan, Vito Racanelli, Pete Donohue, Dick Weigand, Jeff Zimmerman, Jim Merlitti, Larry Vuillemin, Dean Olmstead, Jim Bergquist, Brian Lewallen, Jay Ziznewski, Jim deArrieta. **Seventh Row** — (left to right): George Kelly, Jay Standing, John Gasser, Phil Wittliff, Bob Jockisch, Randy Harkins, Nick Furlong, Dewey Poskan, Jim Ruzicka, Phil Kucera, Charles Kennedy, Edgar Devine, Greg Kordic, Mike Oriard, Kevin Ryan, Dick Sparhawk, Theodore Jones, Larry Schumacher, Tom Gores, Bob McConn. **Last Row** — (left to right): Football Equipment Manager Gene O'Neill, Coaches Don Gmitter, Brian Boulac, Paul Shoults, Joe Yonto, John Ray, Head Coach Ara Parseghian, Tom Pagna, Jerry Wampfler, George Sefcik, Wally Moore, Trainer Gene Paszkiet and Team Doctor George Colip.

Opposite, Troubled by Southern Cal's Tim Rossovich, Terry Hanratty completes this pass over his hands. With 1622 total yards on offense and 110 pass completions for this year, Hanratty stands third in both with the likelihood of breaking tem next year. *Right*, Defensive halfback Tom O'Leary pulls in this interception against Southern Cal and runs it back into good field position for the Irish.



Ron Dushney scored for the reserves on a 15-yard scamper around right end to finish the scoring for the day.

Atlanta was the site of the 500th victory in Irish football history, when the Irish easily beat a hurting Georgia Tech team, 36-3. After an early field goal, the Yellow Jackets never scored again. On the next series of downs a 38-yard pass to Bob Gladieux gave the Irish a touchdown and the lead. Once again the Irish were magnificent on defense. Defensive halfback Tom O'Leary intercepted two passes, one of them setting up a touchdown run by Bob Bleier over left tackle.

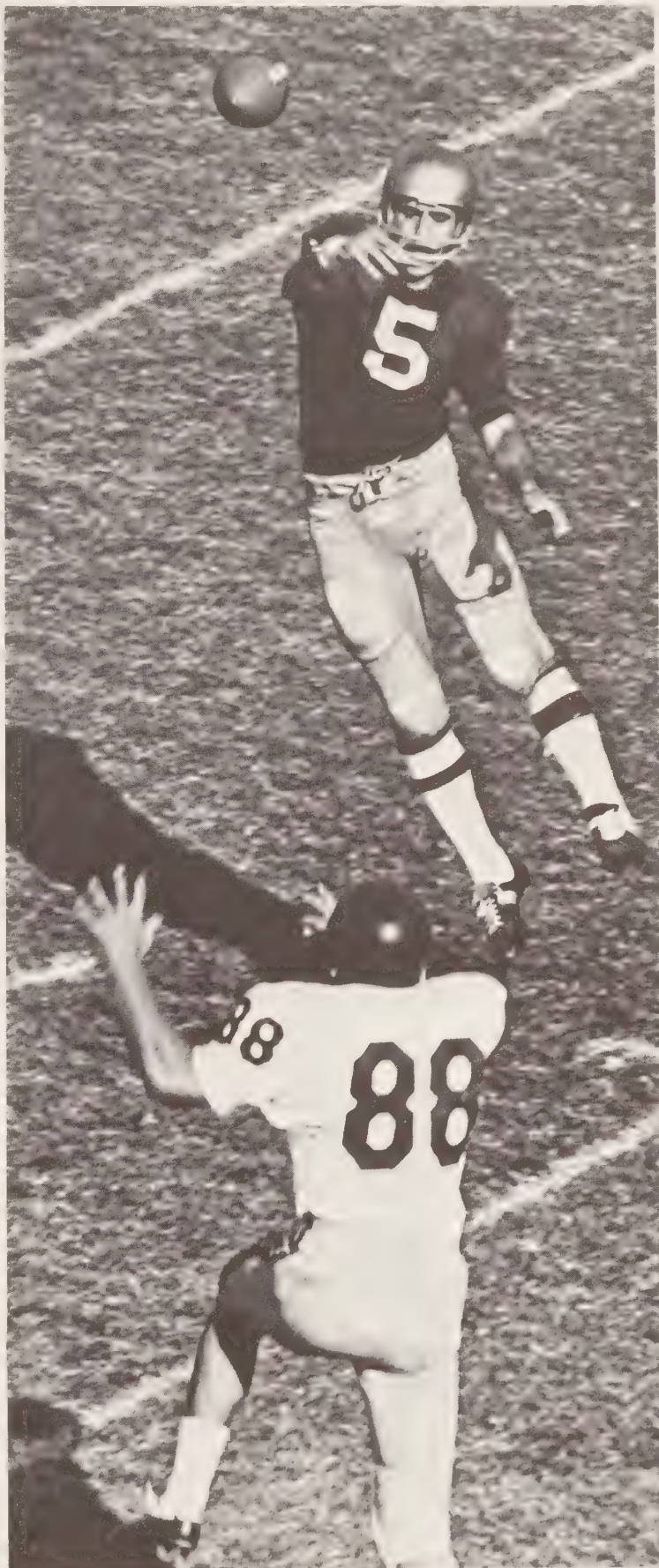
Hoping for its sixth straight win, the Fighting Irish invaded the Orange Bowl for a rare Friday night game with the Miami Hurricanes. Nothing of national importance was at stake—only pride—when the pre-season leaders squared off, but local interest brought out the largest football crowd in Orange Bowl history of 77,265 and produced a thunderous battle and a thrilling Irish win, 24-22. A Joe Azzaro field goal gave the Irish a 3-0 lead but it soon seemed small as Miami scored twice within 18 seconds. Some masterful running by Zimmerman and Ed Ziegler, who replaced the injured Bob Bleier, brought two touchdowns. After an interception by Jim Smithberger, Bob Gladieux carried the ball twice and went over for the final and winning touchdown. Hanratty only passed 12 times, but he threw with precision when it counted. Joe Azzaro's three extra points and Olson's batting down a Miami pass in the end zone on their final 2-point attempt assured the win.

In the last half of the season Coach Parseghian's Irish were clearly ground-conscious. After four games his squad was averaging 237 yards through the air and 164 yards on the ground. The result was a 2-2 record. In the next six games—all victories—the passing yardage dropped to 132 per game, while the rushing average rose to 253 yards.

Next year there will be problems—big problems—replacing three linebackers and three deep backs, but Coach John Ray does have next year's best college linebacker and co-captain in Bob Olson. Considering the freshman talent—Capers, Wack, Jackson, DiNardo, Sheahan, and Barz—Parseghian might have as good pre-season odds next year as he did this year.

The 1967 Notre Dame team inherited and passes on more ability than most, and has thrived in a home atmosphere that prompted Sports Illustrated to devote an entire color page to an impressionistic-satirical painting of the campus sprouting with footballs. Like UCLA basketball, an unbeaten, untied year might have been the dullest thing in years. The growth and midseason development of an over-rated team—particularly the development of the ground game—made the season interesting, if at times frustrating. The 1967 team proved very human, and had much more than physical strength: it had character. It had problems. And it had pride.

Notre Dame's 500th victory... an 8-2 record ... a better season next year?



FRONT OFFICE:

"We were swamped."

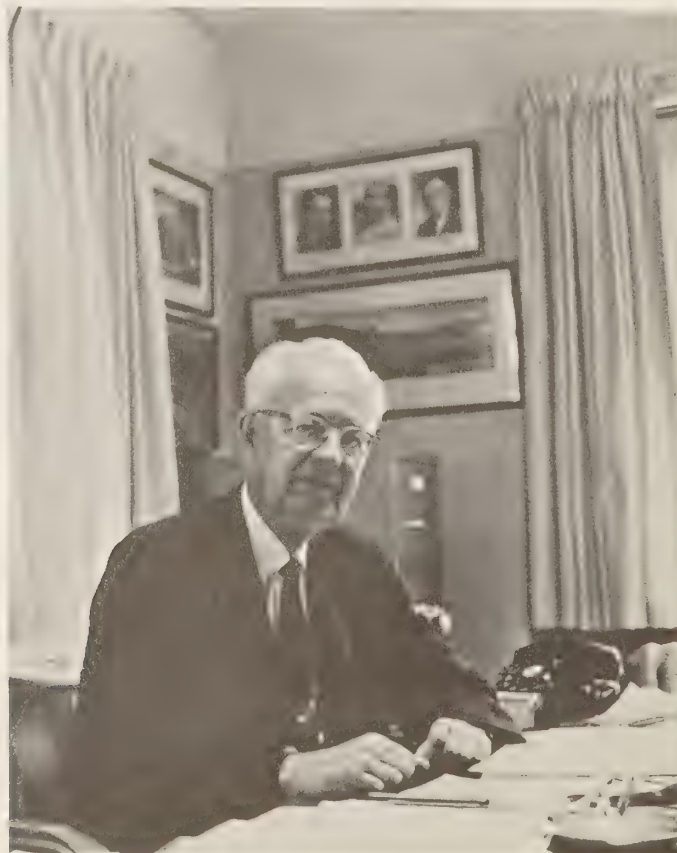


In his second full season as director of publicity, Mr. Roger Valdiserri has proven himself completely capable of handling any job brought before him. Under his direction, the Sports Publicity Office coordinates the information of the Irish varsity and club sports and relays these statistics to the mass media of the country.

Although Mr. Valdiserri is somewhat new to his job at Notre Dame, a core of experienced men still remains. Edward "Moose" Krause, Notre Dame's Athletic Director, arranges all the varsity schedules and serves as spokesman for all of Notre Dame's athletics. Celebrating his forty-second year as business manager, Herb Jones controls the financial aspects of Notre Dame's athletic operation.

Ticket manager Robert Cahill has the responsibility of the sales and distribution of tickets for the athletic events. This year he was faced with many problems with the football ticket distribution, especially in the nationally televised Michigan State game. A special lottery had to be devised for the parents' tickets. "We were swamped", he says. Also, much alumni pressure for more seats was applied to Mr. Cahill. Someone made a suggestion in October to cancel St. Mary's football tickets, but a retort by the students brought a halt to these threats. However, his worries will also be increased when the new Athletic and Convocation Center is completed and the 1968-69 basketball season begins.

Opposite, above, Edward "Moose" Krause, the athletic director. Opposite, below, Robert Cahill, the ticket director. Above, Roger Valdiserri, the director of Sports Publicity. Right, Herb Jones, the business manager.





CROSS COUNTRY:

A long distance runner must endure the worst conditions to be any good at all.



Opposite, above, The 1967 cross country team: Coach Alex Wilson, Pete Farrell, Ken Howard, Joe Quigley, Bill Leahy, Dan Saracino, Jim Lehner, and Kevin O'Brien. *Opposite, below,* The Irish harriers at the start of the Notre Dame Invitational. Bob Watson (150) and Bob Walsh (147) placed one-two for the Irish. *Above,* Running barefoot across the Burke Memorial Golf Course, Co-captain Ken Howard and Chuck Vehorn with Jim Lehner make their way to the finish line against Iowa. *Right,* Leading the pack, Bob Walsh demonstrated the harriers' ability to run in all conditions of weather.

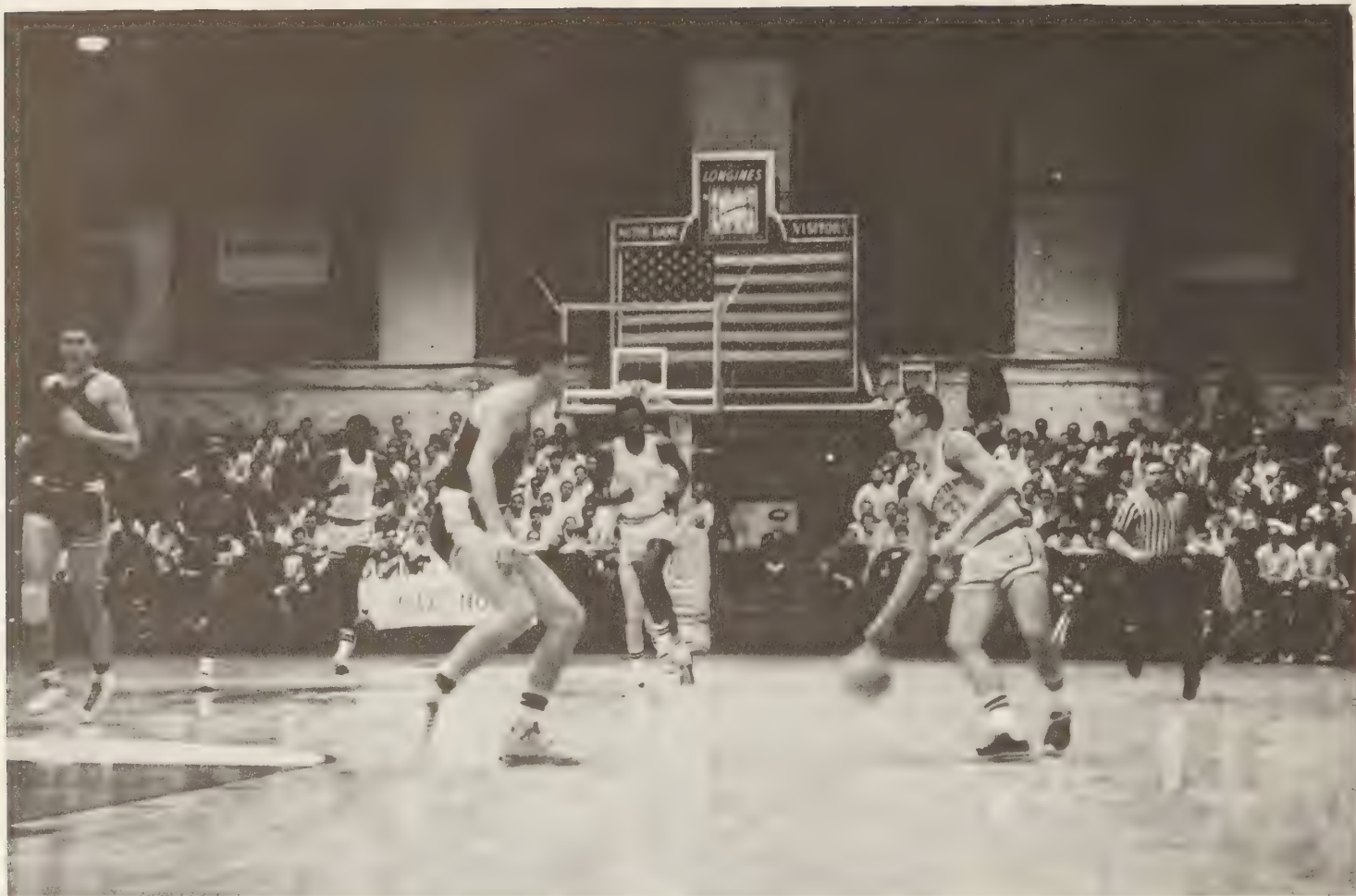
Faced with four miles of uncompromising terrain, and, more often than not, terrible weather, the Notre Dame distance runner seems to function best under the worst conditions possible. Co-captains Ken Howard and Bill Leahy have been doing just that. Hampered by foot injuries two years ago Bob Walsh has returned with an extra year of eligibility helping to give Coach Alex Wilson a 4-1-1 record for the season.

Notre Dame's first win of the season, the four-mile Notre Dame Invitational, was run in 40 degree rain. Sophomore Bob Watson and Walsh were one-two, respectively, and Watson set a new Invitational record of 19:09. Walsh and Watson, both finishing well under 25 minutes, again placed one-two for the Irish as Notre Dame beat Michigan State, 16-46, and Indiana, 23-38 in a triangular meet. And in the IC4A held in New York City, the Irish harriers placed a solid fourth behind Villanova and other eastern favorites.

Around these two individual stars and Co-captains Howard and Leahy, Kevin O'Brien, Pete Farrell, Chuck Vehorn, and Dan Saracino, members of last year's squad, added experience to Coach Wilson's nucleus of fine runners.







Opposite, forward Bob Arnzen shows his form which makes him a deadly shot from any place on the floor. *Above*, guard Jim Derrig dribbles the ball towards the basket as Bob Whitmore and Dwight Murphy converge on the play. *Right*, forward Dwight Murphy drives towards the basket against St. John's.



BASKETBALL:

With their best record in 9 years, the Irish received their first NIT bid.

The 1967-68 basketball team, which had closed very strongly last year with eleven wins in the last fourteen games, had its entire starting five—Arnzen, Whitmore, Murphy, Derrig, and Restovich—returning plus two highly regarded sophomores in Mike O'Connell and John Gallagher. Forward Arnzen and center Bob Whitmore were one of the best scoring and rebounding combinations in the Midwest. With the talent on hand Coach John Dee had reason to expect the most successful campaign in many years.

The team started quickly; St. Joseph's, Wisconsin, Lewis, SMU, and St. Norbert's fell in succession. The victory over Wisconsin, 81-73, one of the top-ranked teams in the Midwest, was undoubtedly a key factor in the squad's early success. The triumph, keyed by Captain Arnzen's 25 points, proved that the Irish could win on the road.

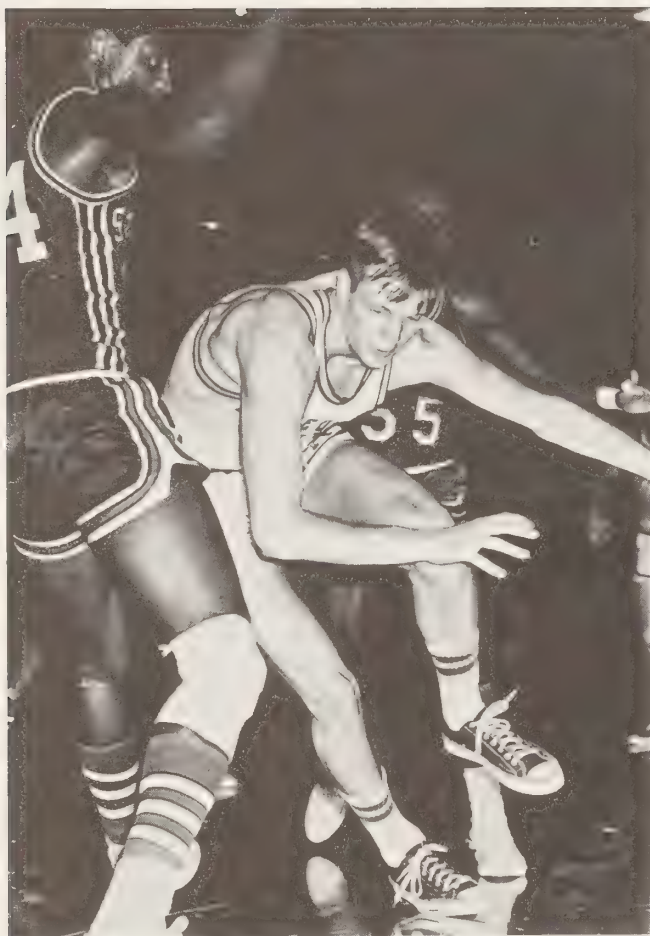
The next five games were frustrating in comparison to the team's early victories. On their first extended road trip of the campaign, the Irish dropped a bitterly-contested battle to Indiana 96-91 despite a 30-point performance by Whitmore. Jim Derrig's two foul shots in the final seconds won a 73-72 victory over Utah State. The final opponent on the trip was UCLA and the result was disastrous. Completely outplayed, the Irish were humiliated 114-63. As a result of a flu epidemic, an inferior Villa Madonna team was barely beaten 64-59. For the next game, against Kentucky, Coach Dee made his first lineup change of the season as sophomore Mike O'Connell was inserted into the starting five. The game was close all the way but numerous Irish turnovers proved fatal as Kentucky emerged as the victor 81-73. Nevertheless, the squad had a respectable 7-3 record at the end of 1967.

As they had done in the beginning of the season, the Irish opened 1968 strongly by winning six in a row and playing their best ball of the season. They surged by King's College 105-68, the Air Force 58-45 and Creighton 72-63. Formidable independents Detroit, DePaul, and Butler also succumbed and the Irish reached the high point of the season with a record of 13 wins and only three losses.

For the next six games however, basketball proved to be a series of heartbreaking losses and disappointments. The team, rusty from a ten-day layoff was edged out by a fired up Illinois team, 68-67. This loss undoubtedly broke the squad's confidence for, in those six games, they never got that "key break" to win the close ones. Notre Dame, in their worst performance of the season, lost to Michigan State.



Good reasons to expect
the most successful
campaign in many seasons.



Opposite, right, Dwight Murphy shoots over the outstretched fingers of a St. John's player. Opposite, left, George Restovich drives around a St. John's player behind the screen set up by Murphy. Above, Captain Bob Arnzen dribbles the ball through a throng towards the basket. Right, center Bob Whitmore shows his ability underneath the basket. Both Arnzen and Whitmore have now scored over 1000 points and are currently fourth and eighth in Notre Dame's career scoring.





Irish win third place in the NIT at New York; await next year's NCAA in Louisville

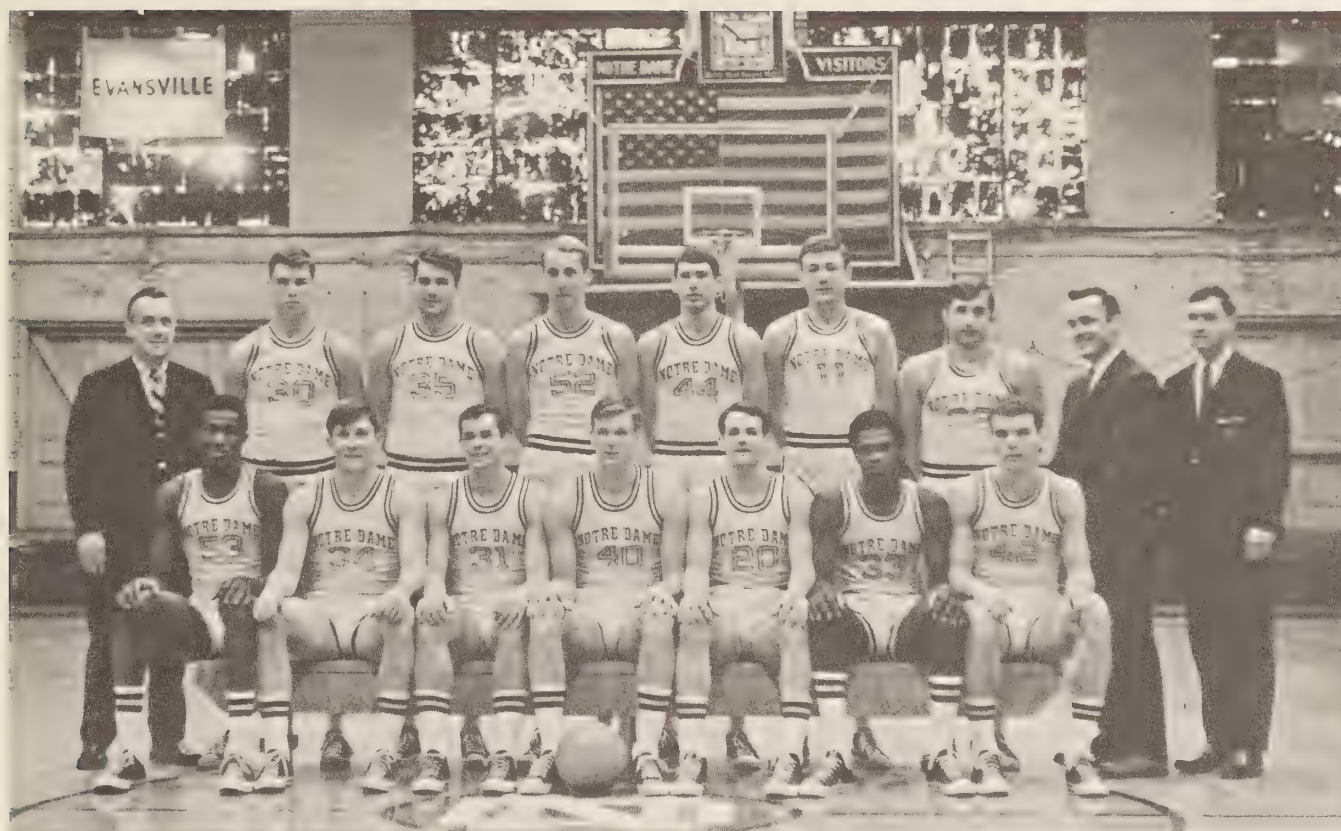


State 89-68, and then lost to Detroit 82-79 as a gamelong lead slipped away in the final seconds. They recovered temporarily with a 91-85 win over DePaul as Dwight Murphy scored 21, but Duke dealt them a 73-67 jolt as missed free throws in the final moments proved fatal. St. John's continued the trend of discouraging defeats as they edged the Irish 83-81. The loss, which broke the team's home unbeaten string at 13, was sealed by a St. John's field goal with only two seconds left in the game.

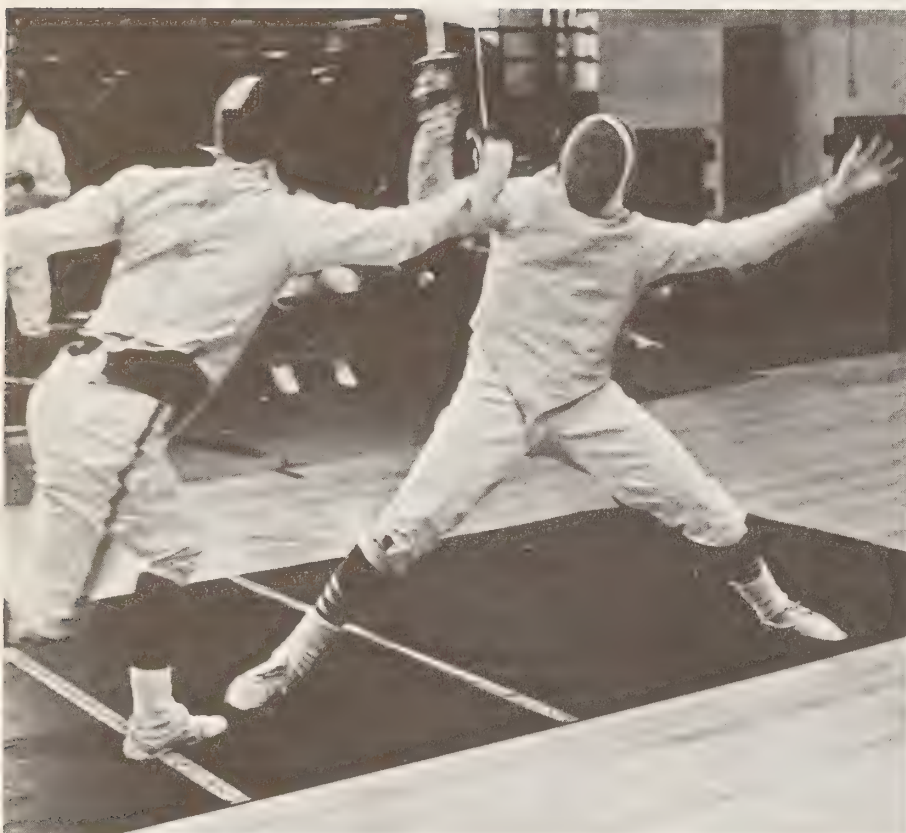
The Irish regained the winning touch with a 64-61 win over Bradley as Arnzen led the team with 21 points. Bob Whitmore also made a key contribution as he held the nation's best percentage shooter, Joe Allen, to a mere 13 points.

After a 70-67 win over NYU in the new Madison Square Garden, the Irish were invited back to the Garden to play in the National Invitational Tournament. In the first round the Irish were matched against Army, the number one defensive team in the nation, and behind Derrig's 16 points upset them 62-58. The number one small college team, Long Island University, was Notre Dame's next opponent. During the season LIU had lost only one game, but the Irish changed that by defeating them 62-60 in the closing seconds of the game, despite a scoring splurge by LIU in the second half. The Irish were now into the semifinals and played the University of Dayton, who behind the playing of all-American Don May with 35 points beat the Irish in overtime 76-74, despite a 26 point scoring effort by Whitmore. But the Irish were not out of the tournament yet, they were to play the consolation game for third place against St. Peter's, the only other team to beat LIU. Behind Arnzen's 33 points the Irish defeated them 81-78 and captured third place in the tournament, behind Dayton and Kansas. As the only team in the N.I.T. which wasn't placed in the Basketball News' top fifty teams, the Irish closed out the season with a 21-9 record, an impressive change in Irish basketball, and the best season for the Irish in a decade. The Irish became a really surprising team at the end of the season, playing their best defense of the year and averaging over .500 from the floor in the N.I.T.

The return of this year's entire starting five and the performance of the finest freshman team in the school's history gives credence to the belief that the Irish will be a national power in the years to come. The frosh team defeated the varsity six out of 7 times. Loyal Irish fans will get a definite idea of the squad's capabilities very early as Lew Alcindor and company will provide the competition in the dedication game next winter at the athletic convocation center. Hopes for next year's season are brighter than ever, with Carr, Whitmore, Arnzen and Sid Catlett as sure starters and Derrig, O'Connell, Murphy and Jack Meehan competing for the last backcourt position.



Opposite, sophomore guard Mike O'Connell drives for the basket against St. John's. *Above*, the Fighting Irish basketball team: (row 1) Bob Whitmore, George Restovich, Jim Derrig, Bob Arnzen, Mike O'Connell, Dwight Murphy, Jim McKirchy, (row 2) Coach John Dee, Bob Freeman, John Tracy, Tony Vignalli, Dan Quinn, John Gallagher, Mike Franger, Asst. Coach Gene Sullivan and Manager, Terry McSweeney. *Left*, center Bob Whitmore pulls down a rebound as guard Jim Derrig breaks downcourt.



FENCING:

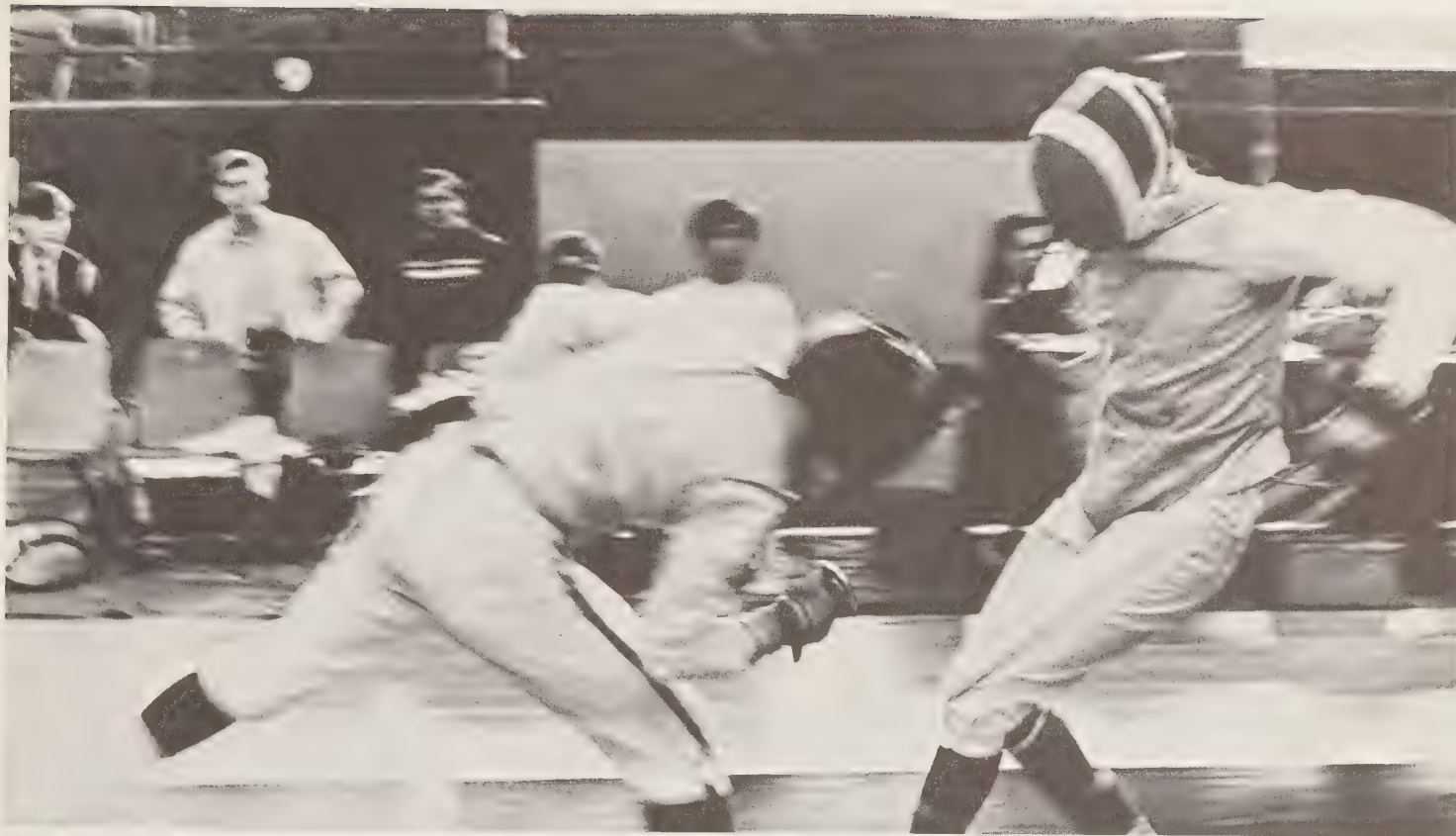
Wisconsin makes a 14-13 blemish on a two-year perfect record.

With the loss of several key members from the undefeated 1966-67 fencing team, the natural assumption was to expect less from this year's fencers. Added to the losses by graduation were the tragic deaths during the summer of all-American epee man and co-captain Steve Donlon, and foilman Bobby Duffy. But this molded the team into a tight unit with the result that every bout of every meet became a duel between the individual opponent and the entire Irish team.

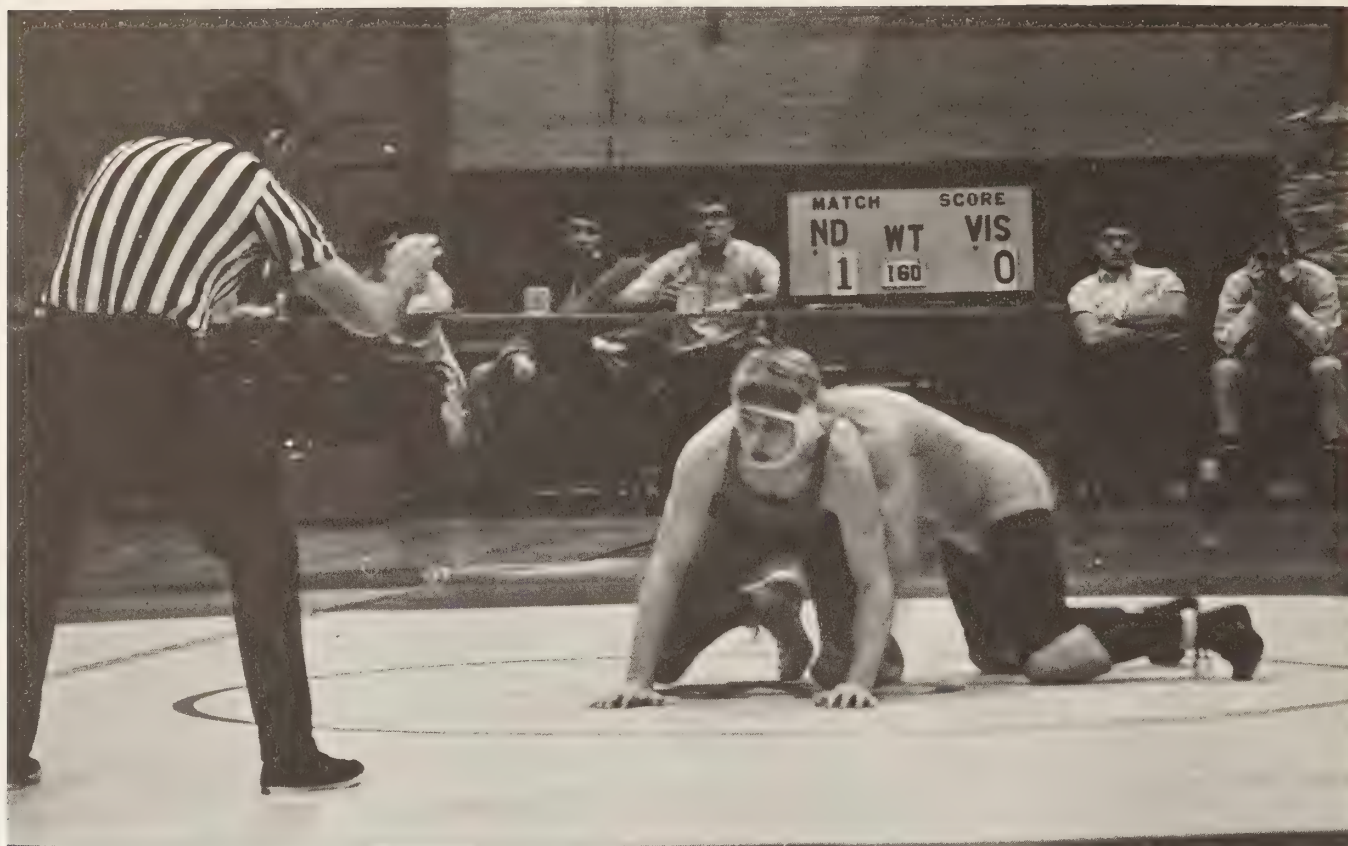
The season itself was filled with several critical meets. The first came early when the Irish flew to Colorado Springs to fence the Air Force Academy, a perennial power. The final score of 14-13 showed the Irish victorious and the first team to beat the Air Force in consecutive seasons. Two weeks later the fencers set a Notre Dame record for consecutive victories by downing Michigan State and Ohio State. Formerly 27 straight, the fencers extended this new record to 31 before it was broken. Wisconsin edged the Irish 14-13 in a meet significant for the number of 5-4 bouts that the Irish lost. Immediately after this loss, the Irish reverted to form by downing the eventual Big Ten champion, Illinois, by a 16-11 score. The last weekend of the season saw the Irish defeat previously-unbeaten Wayne State. In this meet, the final intercollegiate event in the fieldhouse, the Irish had to contend with an all-American but they proved victorious and finished the season 20-1.

Individual leaders for the Irish were Jeff Pero (35-8), Tom Reichenbach (30-14), and Glen Burchett (26-12) in the epee; Mike Daher (35-9), Bob Mendes (30-12), and Paul McCandless (25-20) in the sabre; and John Crikelair (35-6), Tom Sheridan (30-11), and Tom Connor (20-15) in the foil.

Except for one more touch against Wisconsin in any of several bouts, the fencers would have had another undefeated season. There will be little left for the 1968-69 team to do for an encore. Perhaps they will have to be content with carrying the winning tradition into the new Athletic and Convocation Center.



Opposite, above, foilman Tom Connor attacks a Wayne State opponent for the score and the win. Opposite, below, Co-Captain Tom Sheridan delivers a touch to his opponent in the final meet in the fieldhouse. Above, foilman Tom Sheridan ducks and goes for the point. Left, the Fighting Irish fencing team: (row 1) J. Beary, P. McDonough, J. Schwalbach, T. Nowacki, M. Schnierle; (row 2) R. Deladrier, B. Babineau, J. Mazur, D. Keeler, J. Albright, R. Holzgrafe, P. McCandless; (row 3) Coach Mike DeCicco, L. Emerson, A. Dobson, J. DePietro, B. Mendes, C. Pfeiffer; (row 4) L. Pellecchia, T. Connor, T. Sheridan, J. Pero, J. Crikelair, C. Ferrall, M. Daher, R. Nanovic, T. Reichenbach, G. Burchett, Asst. Coach J. Klier.



WRESTLING:

A 6-4 season with six sophomores in the nine starting divisions

After a disappointing 3-6 season in 1966-67, Irish wrestlers hoped that this year would not be a repeat. Since seven of last year's nine starters graduated, seniors Captain Gary Ticus at 137 and Tim Morrissey at 145 returned to head a completely new team with the largest sophomore contingent in years. Six sophomores placed in the nine starting divisions and paced the team to its 6-4 season. Keith Giron at 123 was one of the most consistent wrestlers, pinning almost every opponent he faced. Jim Hansen at 152 and Bill Hasbrook at 177 were also very impressive in adding all around strength to the team. The other sophomores were Mike Duell at 130, Tim Passaro at 167 and on occasion football defensive tackle Mike McCoy at heavyweight who injured his shoulder in midseason and didn't get back in the lineup until the end of the season. The only junior in the starting lineup was Mike Higgins at 160. Freshman Pat Mudron at heavyweight added strength to that position when McCoy was injured.

The Irish opened the season with a convincing 27-6 win over Valparaiso, but lost to Purdue the following week. After a lay over of month, the Irish hosted undefeated John Carroll and won 20-15 with the meet not being decided until the final match with Mike McCoy pinning his opponent in the second period. A season of irregular success was dramatically closed with three consecutive victories over Illinois Tech, Illinois of Chicago, and Wheaton College.

The seven returning lettermen make coach Tom Fallon optimistic about next year's team. The new NCAA rule making freshmen eligible will also add depth to an experienced junior team.



Opposite, in the 160 weight division, Mike Higgins starts to wrestle at the referee's nod. *Left*, Tim Passaro in the 167 division awaits the referee to start the match. *Below*, the Irish wrestling team (row 1) Tim Morrissey, Keith Giron, Mike Duell, Gary Ticus, John Maas, Rod Streff; (row 2) Tim Passaro, Tom Laffey, Jim Hansen, Phillip Dollard, Jim Smith; (row 3) Mike Olson (manager), Pat Mudron, Dean Olmstead, Bill Hasbrook and Head Coach Tom Fallon.



SWIMMING:

Season proves a disappointment with a 5-6 meet record



Notre Dame swimmers have only recently begun to accomplish winning records. Last year's season, at 7-3, was as good as any in the 10-year history of the varsity sport. This year, even with ten returning lettermen and a host of enthusiastic sophomores, the best that the team could do was 5-6.

Returning from the 1966-67 squad were seniors Captain Tom Bourke, Irish record holder in both the 100- and 200-yard backstroke, freestyler Joe Diver, breaststroker Bob Chiles, and Jim Brehm in the butterfly. Second year man John May in the freestyle broke his own and the Irish 100-yard record with a time of :49.8 seconds in a dual meet against St. Bonaventure. Other outstanding juniors were breaststroker Tom Roth, freestylers Tom Hock, Mike Q. Davis, Bill Carson, and Bill Ladouceur. Sophomore diver John Cox was a very consistent winner and showed great promise for the next two years.

In compiling a 5-6 dual meet record, the Irish convincingly beat Ball State, Western Ontario, St. Bonaventure, and Central Michigan. But they also lost by very large margins to Kent State, Bowling Green, and Purdue. In the season opener, the Notre Dame Invitational, the Irish finished a close second behind Ball State with the result not being decided until the final race, the 200-yard medley relay. The Northern Illinois Invitational was a different story with the Irish taking first over Northern Illinois and Bradley. At Detroit in the Motor City Invitational, the Irish finished second behind Northern Michigan with Davis, Diver, and May breaking the team records in the 50 and 100-yard freestyles.





Opposite, left, senior diver Steve Dixon shows his form off of the high board in the Rock. Opposite, right, Captain Tom Bourke demonstrates his backstroke ability which has set many records for him. Above, freestylers Mike Q. Davis, John May, Joe Diver, and Tom Hock dive into the water for a practice run. Left, the Fighting Irish swimming team: (in the water) S. Green, M. G. Davis, T. Schatz, N. Schiralli, B. Wall; (row 1) T. Roth, B. Carson, H. Terwedow, T. Hock, B. Ladouceur, A. Clark, J. Cox, V. Spohn, G. Doerfler, J. Diver; (row 2) Coach Dennis Stark, D. Cabat, mgr., S. Dixon, J. Derrico, M. Q. Davis, J. Brehm, J. May, J. Hofweber, and T. Bourke.



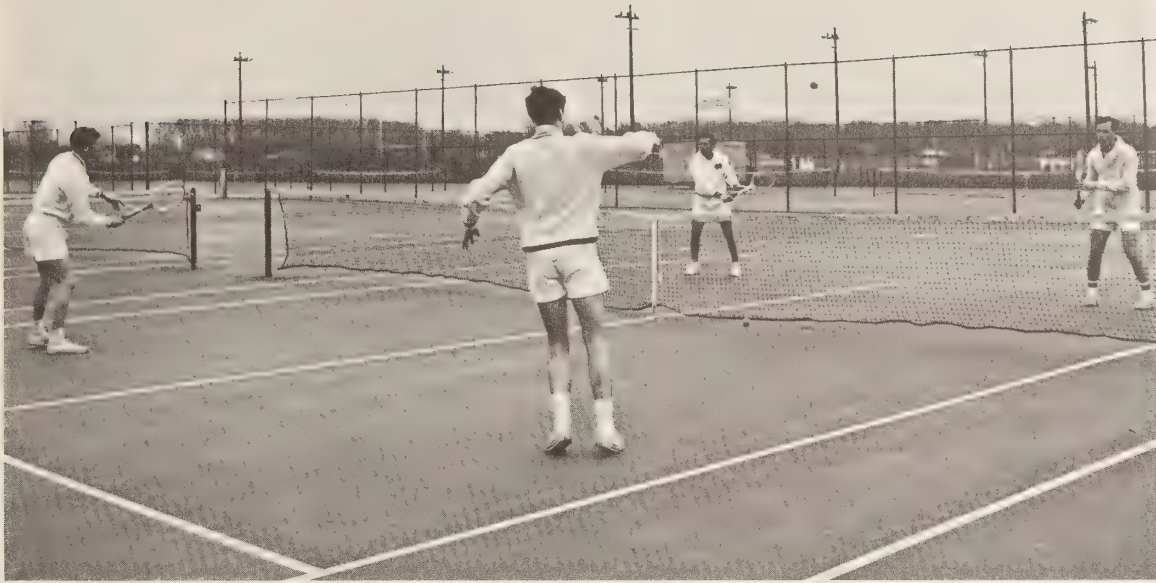
TENNIS:

The winningest coach on campus has another strong team.

In his 11 years as head coach of the tennis team, Tom Fallon has compiled a 153-37 won-lost record to become the winningest tennis coach in Notre Dame history. Senior Jasjit Singh, from New Delhi, India, star of last year's team, suffered a back injury early in the year and did not start competing until late April. Carlos Carriedo, Notre Dame's leading singles star, was joined this year by other veterans such as Rich Rielley, Bernie LeSage, and Tom Murphy. In doubles, Carriedo combined with Murphy to make up the top Irish pair. Jim Barnett and Robin O'Malley, and Rich Rielley and Bernie LeSage were the other leading doubles partners.

With the usual brief outdoor work time supplied by the South Bend weather, the tennis team found their first competition of the year in Washington, D.C. In the opening round of the Cherry Blossom Tennis Festival the Irish downed George Washington, 6-3. Carriedo, Rielley, and O'Malley gained singles' victories, and the Irish won all of the doubles' events. Notre Dame, however, lost to Dartmouth and Maryland to finish third in their first tournament.

Opposite, above, Tom Murphy and Carlos Carriedo, the leading doubles, warm up with teammates for an oncoming match. Opposite, below, the tennis team: Carlos Carriedo, Tom Murphy, Rob O'Malley, Jay Cusick, Bob Brereton, Mike Petersmith, Greg Sullivan, Jim Barnett, coach Tom Fallon, Jim Faught, Tony Earley, Rich Rielley, Greg Murray, Terry Heltzel, Bernie LeSage. Above, right, Jasjit Singh from New Delhi warms up for a home match. Above, the serve of Carlos Carriedo, doubles star.





Opposite, the team members at Notre Dame's Burke Memorial Course, kneeling: Charles Muscik, Rick Freehan, Bob Wilson, and Roger Bonahoom. Standing: Bill Daddio, George Farrell, Brian Williams, Fran Mentone, Chuck Martinez, Bill Cvengras, Mike Brands and Father Clarence Durbin. *Above*, Fran Mentone blasts his way out of a sand trap and onto the second green. *Right*, captain Charles Muscik tees up the ball.





GOLF:

After a mediocre season, they hope for improvement.

Last year's golf team was a disappointment. Bad weather forced the cancellation of 10 potentially easy matches and left the team with a 9-8 record for the year. This year, junior Charles Musick captains the relatively young and inexperienced team, which did not attend the NCAA finals last summer. Father Clarence Durbin, the coach, is current president of the NCAA Golf Coaches Association, but was reluctant to pick the squad to take part in the finals.

This year's schedule included all of the Big Ten teams as well as Missouri, Valparaiso, and Illinois State College. Matches are usually 18 holes, with each of the six men on the team playing an opponent individually. Team scores are determined by the winners of each 9-hole half of the match.

Lettermen Fran Mentone, a senior, and Mike Brands, a junior, were the first men on the team, backed up by Mike Heaton and Roger Bonahoon. Though young, the team hoped for a better showing both in individual matches and in the two-day Northern Intercollegiate Tourney at Michigan State.



Opposite, above, Bill Hurd, Notre Dame's great sprinter, takes off out of the blocks in his heat of the 300 yard dash at the CCC meet in which he placed second with a time of 30.1 seconds. *Opposite, below*, one of the best half-milers in the country, Pete Farrell, crosses the finish line in the event in a Notre Dame Fieldhouse record time of 1:51.6. Joe Quigley finished a close second. *Above*, pole vaulter John Madden goes over the bar at a record of 15 feet 2 inches and placed second. *Right*, the Irish track team: (first row) V. Ambrico, B. Constantini, M. McCann, B. Sikorski, J. Quigley, E. Broderick, K. O'Brien, D. Saracino, T. Buckley, B. Huddley, (second row) B. Watson, M. Walsh, T. Haines, B. Kenney, B. Leahy, (third row) D. Breulin, R. Kurtz, P. Farrell, J. Lehner, D. Saykally, O. Skarstein, D. Welty, (fourth row) S. Rycyna, P. Gough, B. Hurd, D. Hellman, B. Newman, B. Walsh, P. Haas, (fifth row) Coaches Wilson, Smith, Kelly, Manager Finneran.



TRACK:

Running strength was very strong and mainly responsible for many Irish victories.

In his nineteenth year as head coach, Alex Wilson was looking forward to the 1968 track season. No one could deny Notre Dame's sprint power, with such stars as junior Bill Hurd and Ole Skarstein. Veteran Brian Kenny and a host of talented sophomores were capable of supplying a strong hurdle punch. Notre Dame's true depth, however, was present in its middle-distance and distance events. Captain Pete Farrell, one of Notre Dame's greatest middle-distance men, along with other great competitors, such as Bob Timm, Mike McCann, and Mark Walsh, represented the Irish well from the quarter mile to the 1000-yard. Chuck Vehorn and Bob Watson formed a strong mile combination, and Bob Walsh led the field of Notre Dame two-milers. With such running strength, the Irish had ample relay power. The field events looked to be Notre Dame's only weak spot, but high jumper Ed Broderick and vaulter John Madden had the potential to alleviate that problem.

A close 69-61 opening victory over Indiana proved that Notre Dame's depth was indeed strong; they took 6 firsts out of 15 events. Second, Bill Hurd made it quite clear that he had come to Notre Dame to break records. He came away from Indiana with the I.U. Fieldhouse record in the 300 yard dash, and a record equaling 60-yard dash. The Irish next treated their home audience to a traditional Notre Dame win, as they beat Miami of Ohio, 87-4. Notre Dame's 10 firsts in 11 running events tells most of the story. Bill Hurd again upset the record books, but against Miami, he was not alone. Pete Farrell and Bob Timm joined Hurd in establishing four meet records. The MSU Relays proved to be a rough test for individual performers, but the relay teams finished strong. Notre Dame's best individual performance was again turned in by Bill Hurd, as he stepped off his third 6.1 60-yard dash to take the MSU title. Other top performances were supplied by Mike McCann's third in the 600-yard run, and Ed Broderick's fifth in the high jump. Michigan then handed the Irish their first dual meet loss of the 1968 season. The Wolverines took 9 of 15 events, and dealt Notre Dame a 76-64 defeat.

In the midst of such a fine season, however, Coach Wilson could not avoid expressing some pessimism about next year. With such names as Farrell, Timm, Vehorn, Howard, Walsh, and Leahy leaving the roster, Coach Wilson saw a problem in filling the vacancies. Freshman sprint strength and the new NCAA freshman ruling could solve his problems.



BASEBALL:

Strong pitching and Dick Licini's .350 batting average may lead to an NCAA bid.



Boasting one of his best pitching staffs in years, Coach "Jake" Kline can look forward to another successful baseball season. Captain Tom Cuggino is back again after having a very good year as a junior. Dave Celmer, star relief pitcher, had the best won-lost record on the squad last year and will be back again. They will be backed up by two strong junior pitchers, Bob Arnzen and Jim Phelps. Two sophomores, Nick Furlong and Mickey Karkut, could give the Irish extra strength to carry the team to an NCAA playoff bid.

Complimenting this strong staff is an equally strong group of hitters and fielders. Joe Kernan will probably play second base, with Tim Monty handling the catching chores. Dick Licini, who batted over .350 last season, will be back at first base. Footballer Bob Kuechenberg and John Rodgers will support the left side of the infield. Veteran outfielders Frank Orga and Bob "Rocky" Kocmalski, will offer fielding as well as hitting strength. Other help will be sought from Tom Lux, Paul Slovic, Gerry Goetz, Bill Orga, and Rich Lucke.

This year's schedule includes 27 games with very strong opponents, such as Michigan State, Bowling Green, and Western Michigan.





Opposite, above, Captain Tom Cuggino shows his form as he pitches to teammate, "Rocky" Kocmalski, while Tim Monty catches during an intrasquad game. Opposite, below, second baseman Joe Kernan puts the tag on Frank Orga as he slides into second base. Above, row 1, Nick Furlong, Brian Murphy, Jim Phelps, Mickey Karkut, Bob Jaeger, Dick Licini, Nick Scarpelli, Joe Kernan, Rich Lucke, Bill Chapman and Steve Hamilton; row 2, coach Clarence "Jake" Kline, Verlin Moore, Mike Sweet, Dave Celmer, Tim Monty, Bob Allaire, Bill Mahoney, Paul Slovik, Frank Orga, Tim Dineen, Mike Eggart, Bob Dunphy, Tom Boyle, Bill Peters, Tom Kelly; row 3, Tom Cuggino, Russ Lindeman, Marty Kress, Bob Kuechenburg, Bill Orga, Bob Kocmalski, Joe Keenan, Bob Voitier, Gerry Goetz, Jim Sweeney, Tom Lux, John Rogers, Kevin Reardon, Manager. Left, first baseman Dick Licini during a practice session.





CLUB SPORTS:

Hockey will become varsity next year, but it's unlikely the others will follow soon.

The present day club sports have come on the Notre Dame scene within the last decade to fulfill many needs. The most noteworthy is to supply a chance for students who don't have enough time or don't have the physical capabilities to compete on a varsity level, to participate in a sport. But once they join, the students maintain their independence and are also self-organized. And it is by this means that the club sports have achieved such a high value to Notre Dame. The goal of these clubs is to achieve such success that they can become a varsity sport. Nonetheless, some that do reach this success wish to maintain their autonomy and status as a club.

In the fall of 1968, Notre Dame will have a new varsity sport—hockey. This was brought about by the spectators' interest and the completion of the new Athletic and Convocation Center's indoor ice arena. Although hockey is the only club sport going varsity, lacrosse and soccer both are awaiting the chance when they too can make the transition. Bob Morin, captain of the lacrosse team, says, "Many of the coaches of the teams we have played have wondered why lacrosse has not become a varsity sport because we have played so consistently since we were organized four years ago."

Jim Dean, president of the soccer club, notes, "The soccer team hasn't had much success and I think this is because we really don't have a coach that takes enough interest in us."

Rugby, the most popular of the clubs, doesn't want to become a varsity sport because it would not be able to have as many team members as it does now, and would not be able to have its independence, self-rule, and of course, the parties. The trip to Ireland which it made during Easter Vacation would not be possible if rugby were varsity.

Other clubs have just started gaining their prominence and show great promise for the future. In its fourth year of existence the crew club has improved tremendously and has had offers to race against Harvard in a few years. This year the sailing club was able to make the trip to the New Orleans Regatta. Weightlifting has declined in popularity but prospects are strong.

Since the university can only supply a limited amount of money to each sport, each club must find some way to raise money to pay for their expenses. A little of it comes from the refreshment sales at every home basketball game. But a great portion of the clubs' funds come from the different team members who buy their own equipment and pay their members' dues. The members get the satisfaction of competing and experience through the mere existence of the club sports.



Hockey's 13-3 year and the new arena for next year has left the rugby club unruffled—they simply went to Ireland.



On the verge of becoming a varsity sport, the Notre Dame hockey club produced a fine 13-3 record against formidable competition. Coached by Jerry Paquette and led by captain and most valuable player, Bill Pfeffer, the Irish traveled extensively throughout the nation. Phil Whittliff led a strong offensive attack as he scored 37 goals and 15 assists to lead the Irish scorers with 52 points. Behind Whittliff was a group of eight well-balanced scorers, who consistently supplied the points. One of the biggest factors in the Irish success, however, was the presence of a group of good freshmen. These new arrivals helped to fill in the gaps left by last year's graduates. By the end of the season they supplied 8 of the 17-man traveling squad.

The opening victory over St. Procopius College by the score of 15-0 foretold a great season to come. Victories over such opponents as the University of Detroit, Purdue, Western Michigan, and the Air Force Academy followed, as the Irish continued to win with big scores.

Next year, the first varsity head coach will be Lefty Smith of South St. Paul, Minnesota. He is considered the top high school coach in the state, and has produced teams with impressive records. He will replace student coaches Jerry Paquette and his assistants Vince Maurese and Dick Bresler.

Founded in 1961, rugby has reached the highest stage of prominence of all the club sports. Not only have the Irish ruggers continued to have their parties, but they have also achieved a 6-0-1 record before their high point of the year, the trip to Ireland over Easter vacation. It was hoped that this will help the team gain a few finer points of the game from Ireland's best, including, the University of Cork at Cork, Limerick Rugby Club at Shannon-Limerick, Thurles Rugby Club at Tipperary, and the Devlin and Novan Rugby Clubs at Dublin. The trip is being financed partially by the donations of alumni, profit from parties, and mainly from the contributions of each of the 25 team members making the trip. The trip was the first foreign trip ever sponsored by a Notre Dame athletic team.

Despite the 3-3 tie with Wisconsin in the spring, the Irish easily defeated St. Louis, John Carroll, Georgetown and Chicago with the Irish scoring a total of 30 points. Led by senior Tom Gibbs, the starting fifteen with such standouts as Brian Murphy at hooker, Jay Fiorello, Dick Carrigan at jumper, Bill Kenealy and Pat Keenan at halfbacks provided the team with experience.

With the continued success of the rugby 'B' team, who have now achieved a remarkable record of 43-1 over the last four years, the team looked for success in its trips to California, Ireland, the Midwest Tournament and their own Irish Challenge Cup—a schedule representative of the most outstanding rugby played in America and Europe.



Opposite, above, left, Phil Whittliff delivers the puck into the net despite the efforts of the goalie. Opposite, above, right, Dick Carrigan tackles Dave Yonto while teammates Paul Hennessey and John Dendak converge on the play during an intrasquad scrimmage. Opposite, below, Pat Keenan laterals the ball back to another dark shirt teammate while white shirt opponents Bill Gormley and Bruce Deichel converge. Above, "high sticking" is the penalty and an Irish player is forced to sit out an allotted time.



Opposite, above, the soccer team (row 1) D. Guletz, M. Hennelly, D. Adams, J. Dean, D. Negrelli, T. Ryan, E. Tavares, C. Ramming, J. Griffin, B. McAleer, C. Montufar, (row 2) E. Inwang, asst. coach, H. Herman, coach, D. Samora, V. DeCosta, J. Pedrotty, P. Connel, G. Abrams, P. Rutherford, J. Patton, S. Braley, J. Goldkamp, B. Ring, B. Harrison, J. Berges, T. Patton, T. Morrell, J. Mehlmann, E. Wilbraham, M. D'Hoostelaere, D. Lounsbery, asst. coach. *Opposite, below*, the lacrosse team (row 1) F. Bingle, T. McHugh, J. Niedermann, P. Feola, F. Peilsticker, D. MacIntosh, P. Metzger, M. Stoeher, D. Doherty, B. Morin, T. Kingston, B. Noonan, D. Lando, L. Niessen, (row 2) F. Dooley, K. Lund, H. DePaolo, J. Waechtel, M. Saterino, B. Trost, R. Christie, S. Altman, (row 3) P. Murray, J. Waesche, T. Follett, B. Toland, J. Caverly, J. Laffey, D. Brandt, B. Perry, F. Diefde, G. Rahner, K. Higgins, S. Ferrari, M. Bresnahan, D. Brouder, J. McCoy, H. Murray, T. Kress, J. Kammer. *Above*, Carlos Montufar blocks out an Indiana State University player while Tom Morrell (11) sets to advance the ball.

While the soccer team could get only two wins, lacrosse hoped for much better than last year's .500 season.

In its fourth season as a club sport, the lacrosse team hoped for an immense improvement over last year's 7-7 season, when they lost three games by only one goal. Team captain Bob Morin on attack and president Duncan MacIntosh at midfield returned to head an experienced group of players. Only three members of last year's team were lost through graduation.

The starting ten players are divided into three different sections, the attack, midfield, and defense. On the attack are three men led by Morin, Dan Broder and Pete Metzger in the crease. Backing up MacIntosh in the midfield are Rich Cristie and Bob Noonan, who have had adequate experience at that position. On defense, a youthful team prevails led by Tom Kingston and Jim Cavanaugh.

This season the team has many rough games, especially the Easter trip through North Carolina and Washington, D.C. During the trip, the Irish play some of the best teams in the nation, including Ohio State, Dennison, and Washington & Lee.

The Irish lacrosse team, faced with many organizational and monetary problems, has stressed the need for a coach who would be able to teach them some of the finer points of the game. But the possibility of acquiring a coach is very slim since the university will not supply them with the money or varsity status.

This year's soccer team was once again faced with a perplexing season. Pitted against such teams as Goshen and Quincy, top soccer teams in the mid-west, the Irish could only salvage two victories, one a 5-2 victory over Toledo in overtime and the other a forfeit from Southern Illinois.

One development of the season was the improvement in many individual players. Captain Don Negrelli and Denny Guletz both had very good seasons. Next year's team is greatly depending upon the continued development of goalies Chris Ramming and Bob McAleer. The brightest spots of next year's team, however, lie in the realization of the potential of halfbacks German Calle and front linemen Tom Morrell and Tim Patton.

With the added spirit from acting coach Dave Lounsbery, the team is now undergoing a period or reorganization. In May the team will test its strength when it travels to Toronto. With greater recognition by the student body and the continued improvement of many individuals a better team can be developed to give next year's team one of the finest seasons in its history.





Opposite, above, the crew's junior varsity team practicing the basics of rowing the shells and feathering. Opposite, below, the Notre Dame Rowing Association (background) B. Kilzer, C. Krebs, B. Benoit, P. Meter, G. Russell, captain; V. Sherry, J. Radovitch, M. Murray, coach, M. Grantham, J. Byrne, (foreground) J. Koeppel, D. Gans, G. Blynt, G. Naples, M. McDonald, T. Powers, S. Fox, J. Curtin, M. Hall, T. Shepherd, P. Weathersby, P. Fries, T. Myers, R. Simpson, R. McGlynn. Above, Captain Geoff Bray skiing down the slope of a Michigan hillside.

While the ski team could get to only two meets, the crew hoped to equal last year's 6-1 dual meet record.

The Notre Dame Ski Club only went to two meets for the year because of the poor conditions which prevailed and the fact that the team was unable to get together to discuss the meets. But two experienced skiers, John Bauchman and Captain Geoff Bray, returned to lead the Irish. They both had impressive past records at Notre Dame, but their inability to practice combined with the improved skiers at Michigan Tech, Michigan State and Wisconsin didn't yield any good placings, although they did place fifth in the Midwest Championships.

But next year's team looks very good as competitors Bauchman, Kevin Cumming, and Jim Hagenbarth return. Although they had the potential for a winning team this year, the Irish seemed unable to get organized.

The 1967-68 Notre Dame Rowing Association started their season with hopes of repeating last year's success. In seven of their dual meets last year, the Irish won six, defeating teams like Howard, American, Canisius, St. John's and Fordham, losing only to Purdue. In the Mid-American Sprints held at Marietta, Ohio, the Irish placed third in a field of fifteen entrants, including Marietta, the number one crew team in the Midwest, Purdue, and Michigan State. At the infamous Dad Vail Championships held in Philadelphia, the Irish placed a strong thirteenth out of the 36 entries.

Coach Mike Murray returned to sponsor the team which was led by senior captain Gene Russell. With only four of last year's varsity members returning—John Koeppel, Russell, Mark Grantham and Ray McGlynn—the Irish had to rely on last year's strong freshman team to supply the power. Some of those working their way into the varsity were Vince Sherry, Jay Radovitch, Pat Meter, Paul Weathersby, Charlie Krebs, Barry Kilzer and Bill Boneit.

This year the rowers met many rough teams in their Easter vacation tour through Florida with Jacksonville University the best team. Once again the Irish rowed in the Mid-American Championships and the Dad Vail Championship, but this year something new was added to their schedule, a meet against Mexico's Olympic team, and entrance in Kansas State's tournament. The team has also accepted an invitation to row against Harvard next year.





One of the most physically demanding, yet least publicized sports at Notre Dame is weightlifting. The Irish at one time put great emphasis on this activity, developing a national championship team. Strangely, the sport was discontinued on a competitive basis shortly thereafter. Resurrected in 1966, the Notre Dame strongmen have shown a considerable amount of championship potential. According to Captain Mike Burgener, the team was "very successful" in their competitive matches of the past season.

The squad opened their campaign by placing second in a triangular meet with Andrews University of Michigan and a local team from South Bend. The Irish found victory for the first time by winning the Indiana State Open Meet in February. In subsequent matches at Cincinnati, Des Moines, and Milwaukee the team gave very fine accounts of themselves against much more established competition. Those who were consistently outstanding in their performances were Mike Burgener, Tim George, and Mike Tomasula, although each man on the team contributed to its overall success. Seven of the nine team members are returning to develop another strong team for next year.

After a somewhat disappointing year in 1966-67, the Notre Dame Sailing Club has started the 1967-68 season in a completely different position. The Irish acquired an excellent autumn record with firsts in the Indiana University and Purdue Regattas, and a second in the Ohio State Regatta. They also placed fifth in the Timmie Angstan Championships held in Chicago against seventeen schools, including the University of Michigan, Southern California, the Coast Guard Academy and Navy. While these schools were the only ones to beat Notre Dame, the Irish managed to defeat such noteworthy teams as Brown, Georgia Tech, and Ohio State.

In February, the Irish traveled to the New Orleans Regatta, called the "Windjammer," and placed second in a field of seven schools. By the time of the Midwest Championships, held at Iowa, the Irish were considered to be the second best team in the Midwest, topped only by Michigan. And if they capture either first or second place in them, they then receive the chance to go to the North American Championships held at Yale University.

In each of the races, the sailors send out two different boats against each team they are meeting. Each boat then sends out two men, a skipper and a crew. The best skippers are racing team captain Rich Doyle and Bill McElroy, while the best crew members are Mark Brown and Gary Ticus. But the Irish also have a "party team" that organizes all the activities for them.

Sailing: a chance to go to the North American Championships. Weightlifting: victory in the Indiana State Open.



Opposite, above, the sailing team, Mike Morrissey, Brian McGlynn, Dave Hatfield, Jerry Mehm, Pat Leonardo, Carl Pavelko, Pete Senecal, Bill McElroy, Tom O'Laughlin, Richie Doyle, Chuck Taylor, John Hildebrandt, Al Apt, Gary Ticus, Gary Negin, Mark Brown. *Opposite, below*, the weightlifting team, (row 1) Tim George, Greg Rohlf, Jed Ervin, (row 2) Bill Moran, Mike Anderson, Father Lange, Wayne Beaverson.

FOOTBALL
(Won 8, Lost 2)

ND

41	California	8
21	Purdue	28
56	Iowa	6
7	Southern Cal	24
47	Illinois	7
24	Michigan State	12
43	Navy	14
38	Pittsburgh	0
36	Georgia Tech	3
24	Miami (Fla.)	22

WRESTLING
(Won 6, Lost 4)

ND

79	Case Tech	80
	Rochester Tech	65
	Clarkson	51
27	Valparaiso	6
11	Purdue	18
20	John Carroll	15
12	Wabash	21
22	Cincinnati	9
14	Western Michigan	23
Wheaton Invitational-Hansen		
2nd; Olmstead and Mudron 4th		
13	Marquette	22
27	Illinois Tech	6
30	Chicago Circle	2
20	Wheaton	9



BASKETBALL
(Won 21, Lost 9)

ND

97	St. Joseph's (Ind.)	72
81	Wisconsin	73
97	Lewis College	59
79	Southern Methodist	59
102	St. Norbert's	70
91	Indiana	96
73	Utah State	72
63	UCLA	114
64	Villa Madonna	59

73	Kentucky	81
105	King's College (Pa.)	68
58	Air Force Academy	45
72	Creighton	63
83	Detroit	63
75	DePaul	68
82	Butler	77
67	Illinois	68
68	Michigan State	89
77	Detroit	82
91	DePaul	85
67	Duke	73

81	St. John's	83
64	Bradley	61
70	New York University	67
87	Valparaiso	75
72	Creighton	68
N.I.T.		
62	Army	58
62	LIU	60
74	Dayton	76
81	St. Peter's	78
Third in NIT		

SWIMMING
(Won 5, Lost 6)

ND

78	Ball State	81
	Wayne State	57
	Central Michigan	42
	Oakland	35
	Valparaiso	35
36	Kent State	68

33	Bowling Green	74
74	Ball State	39
50	Ohio University	63
73	Western Ontario	30
63	Wayne State	50
71	St. Bonaventure	42
50	Northwestern	63
48	Purdue	74
50	Western Michigan	63

62	Central Michigan	40
Northern Ill. Invitational		
90	Northern Illinois	53
	Bradley	45
	Wayne State	27
Motor City Invitational		
145½	Northern Michigan	161
	Wayne State	98½
	Oakland	82



HOCKEY (Won 13, Lost 3)

15	St. Procopius	0
22	Wheaton College	4
9	Northern Illinois	3
6	Wisconsin State U.	8
6	St. John's (Minn.)	3
3	Detroit	2
7	St. Mary's College (Minn.)	4
4	Detroit	3
1	Port Huron Jr. A	13
14	Lewis College	2
4	Purdue	2
8	Western Michigan	7
2	Wisconsin	16
8	Northern Illinois	5
6	Air Force Academy	4
9	Air Force Academy	6

SCORES:

Major winter sports
go 62-23 for the
best record in years.

TENNIS Won 3, Lost 3) (Season Incomplete)

ND		
6	George Washington	3
1	Dartmouth	8
0	Maryland	9
5	Wisconsin State	4
5	Ohio State	4
3	Bradley	5

TRACK (Won 2, Lost 1)

ND		
69	Indiana	61
87	Miami (Ohio)	44
Michigan State Relays; Hurd, 1st in 60-yard dash; McCann, 3rd in 600, Sprint Relay team, 2nd.		
64	Michigan	76

CCC Meet		
73	Western Michigan	60
	Southern Illinois	36½
Cleveland K of C Relays:		
Notre Dame 2nd in one-and two-mile relays. Vehorn, 4th in mile.		
IC4A Meet: Notre Dame placed 4th. Hurd, 1st in 60-yard dash.		
Broderick 2nd in high jump.		

RUGBY (Won 7, Lost 0, Tied 1) (Season Incomplete)

ND		
33	Chicago	0
5	Wisconsin	3
8	Illinois	5
17	St. Louis	0
13	Georgetown	11
8	John Carroll	0
3	Wisconsin	3
20	Illinois	0

CROSS COUNTRY (Won 4, Lost 1, Tied 1)

ND	Notre Dame Invitational			
55	Western Michigan . . .	65		
	Kent State	93		
16	Michigan State	46		
23	Indiana	38		
44	Ball State	44		
24	Chicago Track Club . .	34		
43	Kent State	25		
43	Bowling Green	58		

FENCING (Won 18, Lost 1)

ND		
16	Indiana Tech	11
19	Cleveland State	8
14	Air Force Academy	13
17	Chicago Circle	10
22	Vanderbilt	5
18	Iowa	9

17	Detroit	10
20	Chicago	7
14	Ohio State	13
21	Michigan State	6
18	Duke	9
20	Milwaukee Tech	7
15	Iowa	12
13	Wisconsin	14
16	Illinois	11
24	Case Tech	3
16	Oberlin	11
21	Buffalo	6
20	Syracuse	7
15	Wayne State	12
Great Lakes Championships		
51	Wayne State	42
	Chicago Circle	41
NCAA Tournament:		

BENGAL BOUTS:

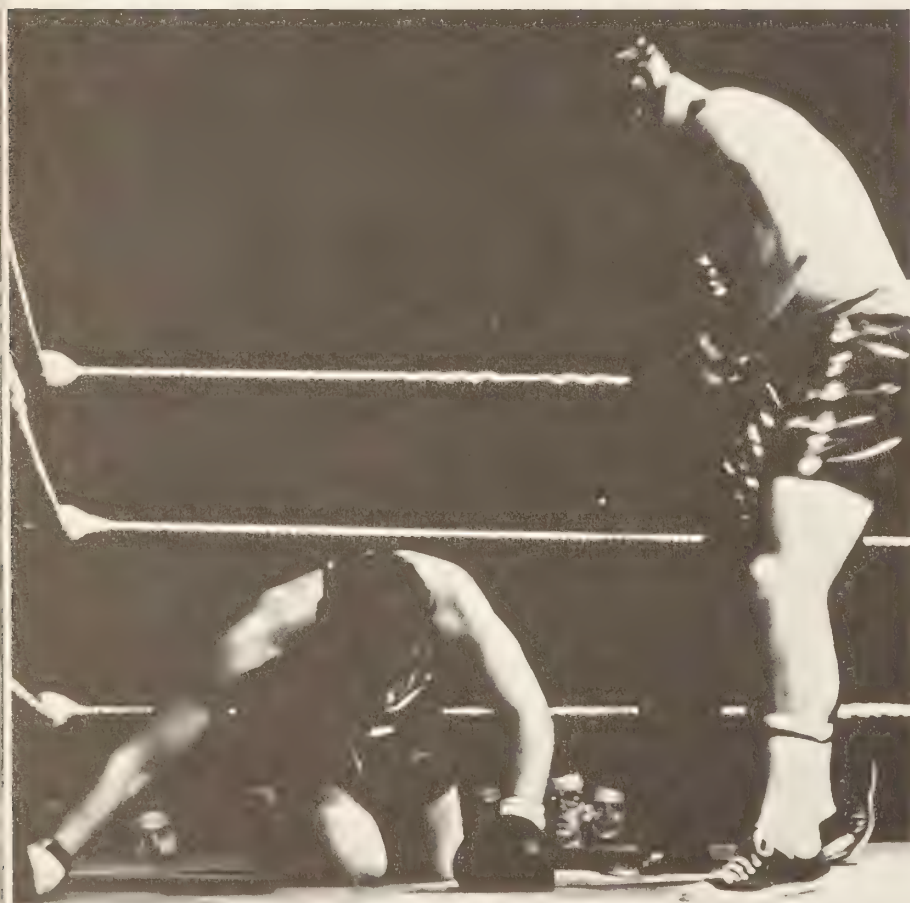
Breen, McGrath, Schaefer, Irwin, Servant, and Landolfi take key boxing championships.



The Bengal Bouts, under the supervision of their founder Dominic "Nappy" Napolitano, have made quite a transition from their beginning back in 1931 at a night smoker in the Fencing Room of the Field-house. Since that night the Bouts have grown so much that they have been recognized by Sports Illustrated as the "best amateur boxing in America."

After almost five months of practice, the fighter's season finally reached its climax on Monday, March 25, with most of the ten divisions meeting in the quarter finals. The finalists, determined on Wednesday night, fought it out for the championships the following Friday.

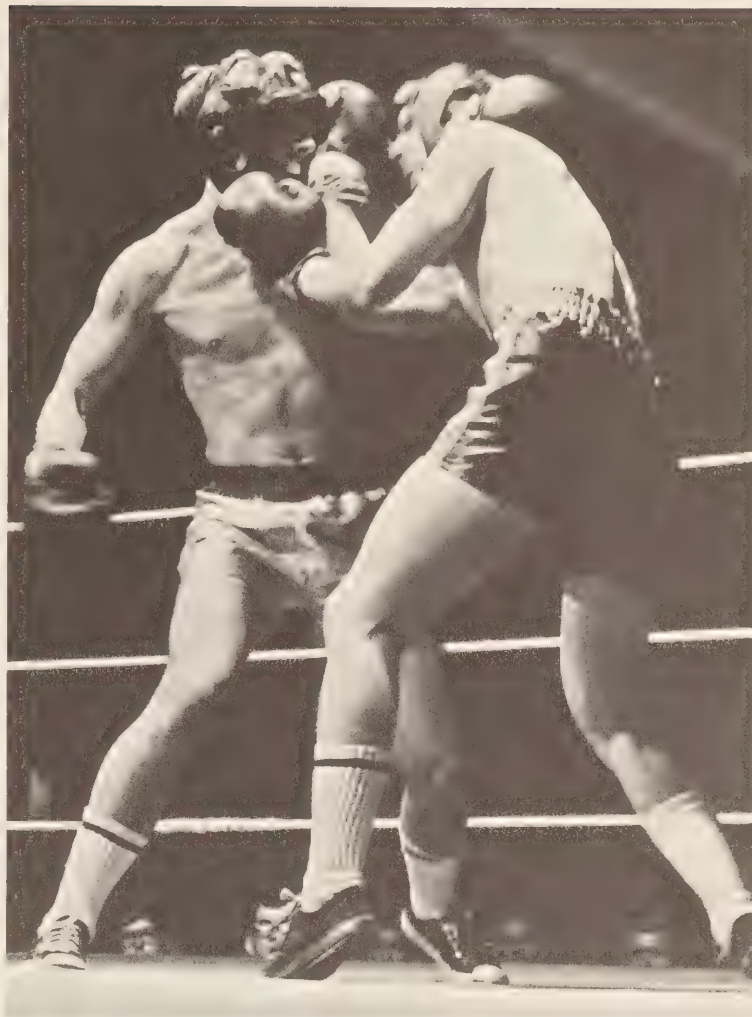
In the 127 pound division, Panamanian Eduardo Ferrer met Dave Krashna and on a unanimous decision Ferrer was the victor. The 137 pound class saw a contest between two excellent boxers, Larry Broderick defending champion in the 127 pound class, and John McGrath, the president of the Notre Dame Boxing Club. McGrath beat Broderick in another unanimous decision. In the 145 and 150 pound divisions, Paul Partyka and Dave Pemberton both won on split decisions over Tom Dorsel and wrestler Jim Hansen respectively. Jed Ervin and Jim Loverde met in a hotly contested battle for the 155 pound title. Although both were in excellent condition, Ervin decisioned Loverde by pounding him constantly. A special match was set up for last year's finalists in the 155 pound class, Kent Casey and Mike Lavery, who had been defeated by Loverde and Ervin respectively on Wednesday night. Lavery, a junior, had not lost a match in the last two years,



winning the 150 and 145 pound class in his sophomore and freshman years, but could not withstand the drive of Casey and was knocked out in 1:19 of the first period. Defending champion in the 155 pound class and younger brother of John McGrath, Bob McGrath, lost by a unanimous decision to senior Mike Schaefer in the 160 pound class. In the 167 pound title, Chris Servant, feinting and faking, won on a split decision over slugging Mike Downey. In the first of the heavier divisions, Tom Breen, defending champion in the 177 pound division, defeated Tom Etten by a unanimous decision for another championship in the 177 weight class. The 185-pounders, freshmen Matt Connelly and Hank Meyer were evenly matched but Meyer held out and won unanimously. The heavyweight division saw footballer Chuck Landolfi win a split decision over freshman Denny Allan in a battle in which the crowd got into the act and started hissing when Landolfi shoved Allan into the ropes.

Along with the awards to the title winners, special trophies given included best first year boxer, Tom Sudden; best boxer in a losing effort, Tony Kluka; sportsmanship trophy, Kevin Coyle; most improved boxer, Etten; most outstanding boxer, Ervin; and the "Nappy Trophy" given to John McGrath.

The competition and interest in the events of the Bengals has always been intense—mainly because the good boxing that is involved; but also for the fact that the proceeds are sent to the Holy Cross Mission in Bengal, Pakistan.



Opposite, above, Bob McGrath delivers a sharp left to Dick McPartlin's head and counters his return. Opposite, below, left, Chuck Landolfi stands over his foe, Jack Pierce, after he has knocked him down. Opposite, below right, Tony Kluka, awarded a trophy as best boxer in a losing effort. Above, the boxers grimace as they hit each other with their full strength. Left, a boxer patiently awaits his turn in the ring.

INTRAMURALS:

Sorin wins the interhall football championship with a muddy victory over Keenan.

For just about every Sunday in late autumn, four or five groups of football players, clad in pads and helmets right out of the forties, run around in the mud in the fields behind the Center for Continuing Education. Pads and helmets are supplied by the interhall part of the Department of Athletics; the teams are supplied by the halls. In three leagues this year, each of the 18 halls battled eight weeks in the mud up to the championship game. Each team was responsible for its own coaching, practice, plays, and for getting to the game on time.

Most of the early games were just for fun, but about mid-season, a hotly contested battle within the leagues developed. Defending interhall champion Lyons was favored this year, but lost a game towards the end of the season against Sorin in League II competition. Sorin then got a bye and was picked to play the winner of the League I-League III semi-final. Keenan beat Zahm 6-0 while Sorin was resting up for the final. Sorin followed its upset with a muddy victory over Keenan to take the championship.

Football is the most important of the interhall athletic programs. There are about 14 other intramural sports played in varying degrees on the campus: Several leagues exist in basketball: among the campus organizations, some halls, and in class competition. Handball matches are usually carried on by the halls, and baseball, track, and softball are offered in general intramural programs. The department of athletics estimates that more than 70 percent of the students participate in some form of intramurals.





Opposite, an interhall quarterback sets to throw a completed pass to his teammate in the field behind the Continuing Education Center. *Left*, a problem faced by many handball enthusiasts—no courts—will be solved when the Athletic and Convocation Center is built. *Below*, Notre Dame places such emphasis on athletics because its students are so sports minded. On any afternoon, the Rock courts will be packed with basketball players—both students and faculty members.





Jerry Murphy

STUDENT LIFE:

The year of Father Kavanaugh, student power, "The Graduate and the Delphic Oracle"

September . . . the return . . . the Indiana toll road exit number nine shimmers in the night light . . . the smell of newly waxed floors and the same old paint with a new regulation legalizing refrigerators but not beer . . . Registration seems easier than ever but the bookstore lines persist as all that summer cash starts to drain . . . First pep rally two days after classes start . . . a half ton of defense stops California, 41-8, with Dionne Warwick cleaning up . . . social life pauses for a breath after the Purdue loss and a ho-hum Iowa win . . . John Davidson manages to bring things back to life for the Southern Cal weekend, and the social commission produces the biggest Homecoming in years . . . but no cameras were there . . . the football team, ignoring the festivities, arrives at its season low point on a stunning Saturday afternoon . . . John Davidson stays around and produces his \$350,000 special in the middle of the week.

Father Kavanaugh pops the news to an unsuspecting audience and takes an ad in *The Times* telling everyone about it . . . Fr. Riehle and the boys with the guns are now enforcing campus-wide rules on drinking and female visitors . . . the pooh-bahs abolish the old coat and tie rule: Can a fight on parietal hours be far behind? . . . bye-bye hall autonomy . . . an election year in South Bend: ABC raids every weekend . . . the Notre Dame-St. Mary's Theater starts a fine season with *A Streetcar Named Desire*, but Stanley doesn't equal Blanche . . . the Halfway House begins to lose its mixing quality and look like any other date-infested hangout . . . October 28 finds Michigan State in the stadium, but its just not the same this year . . . The Tops hit Stepan Center and turn on the entire crowd in the best Motown rock concert in years . . . Notre Dame completes its home schedule with Navy . . . the Film Society begins screening its 15-film series, with obscure gems by Kawalerowicz, Kobayashi, Kalatozov, and Kazan, with hopes for a few Kurosawas in a Japanese festival . . . Acid rock comes to South Bend as the Delphic Oracle with Captain Electric and the Flying Lapels—but the teeny boppers congregate there and local parents put on the pressure . . . six weeks later, the Oracle is closed on a building code violation . . . the theme-party gets out of control with a Miniskirt, a Pink Slip, and a Toga party all on the same weekend . . . Moliere's *School For Wives* proves hilarious.

Sr. Mary Grace is asked to leave St. Mary's after a dispute, probably about the merger with Notre Dame, while Fr. Hesburgh promises the students that "very soon" there will be an announcement of a girls' school coming to the campus . . . but while everyone is talking, the hard realization that football season is really over and winter is really here is taking effect . . . into Thanksgiving, mid-terms the end of football, the drive to Christmas vacation and a rest . . . '68 enters with Notre Dame students across the nation in various states.

The Student Union Academic Commission takes stock and finds that five percent of the U.S. Senate (Mark Hatfield, Birch Bayh, Vance Hartke, George McGovern and Gale McGee), Robert Welch, Julian Bond, Harold Stassen, Kenneth O'Donnel, Herbert Aptheker, Jack Valenti, and Army General Harold K. Johnson had spoken on campus in the first semester . . . the addition of telephones to St. Mary's and three more Notre Dame dorms makes that old communication barrier more psychological than ever . . . but if you happen to know a St. Mary's girl who gets insecure every night at 3 A.M., you're in trouble . . . the South Bend winter proves less of a problem than last year, and semester break skiers have difficulty finding snow one year after the 26" extravaganza . . . Right in the middle of exam week, the Annual North Dining Hall Food Poisoning Scandal and Riot occurs . . . the damages are revised downward from \$2500 to \$850.

Film takes over: more than 60 the second semester . . . the basketball team, coming out of semester break at 13-3 and grand hopes, drops three in a row to Illinois, Michigan State, and Detroit . . . The Sophomore Literary Festival makes some headway and snags the World Premier of Norman Mailer's film, *Beyond the Law*, at Stepan Center . . . The festival practically swallows the Student Government Arts Festival, as Norman Mailer, Joseph Heller, Kurt Vonnegut, Ralph Ellison, and Granville Hicks agree to appear . . . the Philidor trio returns to campus with a mixed Bach bag and a little Telemann . . . Mardi Gras offers a Sting Ray and a Riviera as well as a design oriented carnival and legitimate card games . . . February swings with the student body presidential election . . . Rossie and Dowd, pre-campaign equals, start attacking each other . . . In a dramatic shift, the campus changes to Rossie—inspired student rights and Dowd takes third behind late entry Chuck Perrin . . . Fr. Riehle puts up a campus directive banning student pets, and writes a personal letter to Morrissey's Dirty Thirty after they part with their dalmation, Sparky . . . Dow Chemical arrives on campus for a little recruiting and the underground radicals manage to get together in force at something other than the ROTC presidential review . . . *The Graduate* becomes *de rigeur* for all seniors . . . Austin Carr sets a fieldhouse record with 20 of 30 from the floor and



12 of 12 free throws for 52 points in a freshman game against Michigan State . . . The Scholastic decides to run a cover story on the fencing team's 31-meet winning streak . . . next match, the fencers lose to Wisconsin, 14-3 . . . the fieldhouse rocks for the last time as the basketball team destroys Creighton and heads for the N.I.T. . . . New York becomes a Notre Dame city as the Irish beat Army in the first round on St. Patrick's eve, and go on to place third.

Gen. Hershey shakes up seniors, graduate schools, and just about everyone else in cancelling post graduate deferments . . . Jacqueline Grennan announces that she doesn't like the dormitory system . . . CJF starts March off with a top-notch collection of college jazz groups, but the judges can't find one good enough to win the combo award . . . mid-semester exams again . . . spring arrives at some indeterminate time . . . most Hoosiers are amazed that there wasn't any earth stopping snow storm all winter . . . the Avon tries to fight the Granada's *Bonnie and Clyde* and the State's *Graduate* with W.C. Fields week . . . Chuck Perrin, hot from a second place finish in the campus's annual popularity contest, makes his dramatic debut in a great performance of Pirandello's *Enrico IV* . . . The Academic Commission continues its fantastic lecture lineup with William Buckley and Bobby Kennedy, while Black Nationalist Ron Karen debates Professor James Silver on Black Power . . . Sargent Shriver arrives on campus the day that Gov. Kerner of Illinois announces that he won't seek reelection, but Shriver's not talking . . . the Braniff strip . . . Mark Lane destroys the one-bullet theory one more time . . . The Mock Political Convention takes on new meaning as McCarthy wins in New Hampshire, and Kennedy and Rockefeller jump into the race . . . The convention nominates peace candidate Mark Hatfield as peace candidate McCarthy beats Johnson in Wisconsin . . . The Literary Festival: a whole week of lectures . . . Student accounts announces that there are 37 empty beds on campus . . . The University reveals the plans for two new high-rise dormitories, the first in 12 years . . . Construction on the athletic and convocation center, the double bubble, nears completion . . . The parking problem grows as more seniors bring cars back after Easter . . . Campus police raise the parking fine to \$10.00 . . . more and more students take off for the weekend as the spring weather gets better . . . the dunes beckon . . . tornado warnings . . . frisbees . . . studying on the grass . . . Senior Prom: last chance girls . . . more girls show up on campus, but the problem still remain ridiculous . . . Barat announces it is moving to Notre Dame . . . 600 more girls . . . sometimes one wonders why Notre Dame just doesn't go co-ed and stop fooling around with moving established schools . . . summer jobs . . . I-A classifications . . . next year's roommates . . . rain . . . final exams . . . June.

Telephones to Saint
Mary's . . . annual food
poisoning and riot . . .
"Beyond the Law" . . .
Rossie versus Dowd . . .
no more deferments for
grad school . . . tower
dorms
. . . Barat is coming.



The trip to South Bend had been long and boring, complicated by a flat tire in Pennsylvania. Once in South Bend, however, everything looked the same—it always did—as when he left in June. He laughed to himself thinking of his mother rearranging his clothes in the locker three times. She had been very talkative on the trip out, and continued asking his roommate what he wanted her to send in the home CARE packages.

In the hall, guys were wandering from room to room, seeing who lived on the third floor, and looking for extra furniture. "It's going to be a good year." "It's got to be."

"Been to the Senior Bar?" "What happened to the telephones?" The forced double was crowded . . . but it would be better once he built the bookcase and got the chair from summer storage. Someone even said that the bookstore had psychedelic posters. Well, he'd take his poster of Sophia Loren.

RETURN:

Everything looked the same.

It would be a good year. The hall would have more activities . . . and football season was always good. His courses wouldn't be bad . . . no classes on Tuesday and Thursday. Just a lab on Thursday afternoon.

Later, he walked outside, waved to some old friends, promising to meet them at Nicola's later that night. Strict A.B.C. surveillance in South Bend had already frustrated the usual freshmen trips to Corby's and for that matter, threatened to cut out some of his drinking. Maybe he would give the Halfway House at Holy Cross Hall a try. It was something new anyway.

Walking across campus, he glanced at some freshmen in their spanking new sweatshirts already playing basketball behind the bookstore. In the Huddle the bulletin boards were already cluttered with notices. Dionne Warwick was coming . . . not bad. Someone was already selling California tickets. He was annoyed to see that hamburgers were now thirty cents and that the bargain ten-cent Coke was now selling for fifteen cents. The songs on the juke box reminded him of summer and his girl. Already he heard "The Letter" twice while smoking a cigarette.

When he went to dinner that night, he heard the old complaints about the food. The tie rubbed against his sunburned neck. Maybe that rule would change this year. As he left the dining hall, he made plans with the guys. There were still two days until classes began.



HALL LIFE:

Living on campus seems like a good idea, but . . .

While the University continues to work its way along the path of greatness, appropriating all the money and talent that entails, Notre Dame men living on the campus are struggling to improve the condition and structure of their life in residence halls. The problem has become acutely relevant and timely with the looming construction of two twin-tower luxury dorms and relaxed rules for living off-campus, including apartments and cars.

The basic thrust of student efforts to take the question of hall life into new directions has come with the self-imposition of four year stay hall. Having been attempted first on an experimental basis in a limited number of halls, a directive to initiate total campus stay hall was passed by the first Notre Dame General Assembly of Students. The Stay Hall Committee, under Mike Jordan, has worked with the individual hall councils to determine the best method of implementation for each hall.

The stay hall concept, in its wider ramifications, indicates that the underlying goal of student efforts appears to be a modified residence college system. It is ironic that the perennial description of the hall as being the focus of student life have simply not been true. Without the introduction of four year halls, there is neither the time nor the continuity to

establish any viable community spirit and common concern. The lack of hall identity and hall leadership in a transient student body dooms the fundamental unity and potential of hall life at Notre Dame. The concept of stay hall, as the initial step towards residence colleges, begins to solve many of the problems of hall life that plague on-campus residents.

The principle of self-government by autonomous living units is integral to the full development of hall life within residence colleges. The Rossie bill on student self-government culminated the efforts of the entire student government to impress upon the University administration that students must be given the opportunity to control their own lives if hall life is to fully develop. The basic issues concerned the right of hall governments to make and enforce their own rules with regard to the activities of students within the halls. The revitalized Hall Presidents' Council finally established workable governments in all halls. The Council also directed the structuring of judicial boards in every hall in order to fortify the arguments for student control of discipline on the hall level. While the boards have proven to be relatively effective, the lines of authority with regard to rectors and the Dean of Students remain vague.

One crucial dilemma has been the total inequity of relative rules and enforcement in the different halls. With varying degrees of autonomy being granted to each hall government, discipline and authority continue to be exercised somewhat arbitrarily, particularly on drinking and parietal hours, depending upon the actions of the rector and Dean of Students.



The future ideal of stay hall as residence colleges would seem to demand not only student self-government, but redefinition of the role of the rector. The view of the priest-rector as disciplinary pastor of naive young men is no longer relevant to Notre Dame. Many rectors have become almost totally divorced from life within their halls—a situation leading to student queries over the possibility of lay rectors, perhaps even students. At a time when many Notre Dame men have begun to either lose or question their faith, witnessed by the sharp drop in religious activities and concern, the role of a resident priest must include both sharp, relevant scholarship and equalitarian friendship and guidance. The question is whether the University can supply enough men of this caliber—men who can make Catholicism once again meaningful to Notre Dame men who are better educated and less inclined to follow traditional myths seemingly unrelated to the world of social upheaval they live in.

Proponents of stay hall argue that the key to successful hall communities demands activity on the level of sections within the hall. The section has become the initial level of government and identity of most halls. It provides a workable unit for social, academic and athletic activities. One of the central problems has been the quality of leadership on both the section and hall levels. It is acknowledged that successful hall development can almost always be attributed to exceptional hall and section leadership. The whole drive for student self-government in the halls reflects the concern of campus leaders to make



The lack of facilities has led students to focus self-government demands around the issue of parietal hours.

the residence hall the center of all campus life by providing opportunities for significant involvement and unlimited action to students working in their living communities.

But hall life cannot be fully developed at Notre Dame until the physical plants of the halls are improved not only to eliminate overcrowding, but to provide the facilities requisite to real community life. At the present time, overcrowding on the campus averages fifty percent over original occupancy. In addition to drab and unattractive interiors, social and athletic facilities are negligible. Hall governments have found themselves in the position of having to tax residents in order to construct lounges, if they have the space. The lack of facilities for entertaining women has led the student body and its leaders to focus self-government demands around the issue of parietal hours. Food and vending services in the halls are minimal. Storage and cooking facilities are non-existent. And the University contends that it does not have the money to undertake the vast renovation that is becoming increasingly necessary.

The situation will become more acute with the construction of the two high-rise dorms next year. The New Dorms Study Committee reports that the 1040 students to be housed within the new structures will be divided into large fourteen room sections, each holding twenty-five men. There will be lounges, numerous suites, and possibly cooking facilities on every floor. In addition, carpeting, appearance, and space will only accent the poor living conditions in older dorms. The committee has suggested that the





Above, squash courts in the Rock will be supplemented with those in the Convocation Center. *Opposite, above*, Bro. John Smith compares I.D. card with its owner before cashing a personal check in the treasurer's office. *Opposite, right*, despite competition from the halfway house, the Huddle still attracts the majority of students for snacks and meals. *Opposite, below*, sheer ingenuity has managed to fill up every available space in this forced double in Sorin.





Notre Dame is a self-contained city—but still needs better facilities for life on campus.





Opposite, above, the entrance to the Walsh Hall Chapel. Below, the Farley Hall study lounge. Like residents of many other halls, Farley had to pay for lighting and furniture for its study hall out of funds from the hall treasury.

The University curriculum should, to some extent, revolve around the halls.

University immediately make lounges on all floors in the older halls, carpet the hallways, improve decoration, and convert the generally unused hall chapels into libraries and reading rooms. The main problem continues to be financial, although the total commitment of the University administration to improving student living conditions is of questionable priority.

Both in the new and old dorms, student government officials have been striving to insure space for Hall Fellows. This concept relates directly to the idea of a residence college as inculcating closer student-faculty contact, along with increased academic emphasis with the halls. Hall Fellows, a system employed at many ivy schools, would include professors residing, or having their offices, in a particular hall. Not only would faculty members thus be readily accessible to students, and closely associated with individual halls, but University curriculum could, to some extent, begin to revolve around the halls. Already this year, there have been an increasing number of official seminars and classes held in residence halls, particularly in Farley. Notre Dame's mushrooming Free University, run by students and faculty, could also be developed around the halls, as they approximate the ideal of residence colleges. But again, the main restraint upon development in this direction continues to be lack of facilities for both classes and Hall Fellows, and the creation of an atmosphere totally adverse to academic pursuits generated by excessive overcrowding in most halls. Finances and facilities have again put the students up against a dead end.

The apparent efforts of the students to direct Notre Dame hall life toward the apex of residence colleges thus seems to be in fundamental conflict with the immense size of the twin-tower dorms to be constructed by the library. Regardless of facilities, the number of students within a single structure would appear to be too large to perfect the close unity necessary to the community of scholars in a residence college. The concept of the residence college can be the one way in which Notre Dame could combine the advantages of the multiversity without succumbing to its impersonalization and isolation.

More deeply, the question involves the stature of Notre Dame's commitment to be a residence university. Because of impossible living conditions and





As the student's living community extends outward, the need for a workable hall unit increases.



Opposite, far left, changing 4,700 beds every week is no laughing matter. Opposite, above, cycles seem to solve the student transportation problem by uncrowding the campus parking lots. Opposite, below, Mr. and Mrs. Ed Ward at home at their University Village apartment. The complex houses about 70 married students and their families. Above, left, as Centrex expands to all students, perhaps fewer will have to depend on telephone booths.



Above, five students watching television in a Farley Hall triple. The first stay hall, it has had the same group of students living there for three years. Many of this year's juniors, however, who were freshmen when Farley became a stay hall, moved out this year. The overcrowded rooms are kept livable only by efficient maid service and sheer ingenuity. *Opposite, top*, Pangborn Hall, built in 1956, has about the best-equipped rooms on campus, with built-in shelves and closets. It houses 220 students, all in doubles. *Opposite, center*, the Stanford Hall "lounge" at the combined entrance to Keenan and Stanford Halls. Both halls were built in 1957 and had all freshmen until last year, when a few upperclassmen moved in. No new dormitories have been built at Notre Dame since Keenan and Stanford—nearly 12 years. *Opposite, bottom*, the study hall at Keenan Hall. Very few of the older halls have study halls, and all have inadequate lounges and entertaining facilities.

The average student in the average hall lives a frustrating and unfulfilled life.

the lack of student self-government, and attracted by relaxation of off-campus rule, more and more of Notre Dame's better students continue to choose to live outside the University community. And the construction of the new dorms will not even physically begin to alleviate the problem of placing all undergraduates in acceptable living conditions. Eleven halls alone average one hundred students over original capacity, not to suggest space needed for social, academic, library, and office facilities. It will be increasingly difficult for Notre Dame to implement the concept of a residence university until it solves the problems of facilities and self-government that underlie such success.

Hall life at Notre Dame has a long way to travel before it can approximate the ideals of a Christian community in a multiversity residence college system. Hampered by the lack of female influence and essential living facilities; crowded into small unattractive rooms; acting within a vague, arbitrary, and fluctuating structure of discipline and responsibility; drained by the flow of the best scholars and leaders to a few liberal, status halls and off-campus, the average student in the average hall at Notre Dame lives a frustrating and unfulfilled life. The tragedy remains that while everyone recognizes the problems they continue to go unsolved. If the situation persists, stay halls will only become seeming prisons for students with numerous plans to focus the University around the lives and education of its students, but impotent to affect their ideals upon the direction of University life. The problems of hall life which Notre Dame must confront in the next few years, and the long-range effect the response will have upon its maturation demands a re-examination of what kind of University we wish to build, and consequently the nature of our priorities.



Moreau, the Holy Cross Congregation seminary at Notre Dame, lies in an aloof position on the northern shore of St. Joseph lake, its location seemingly isolated from the university. Father Louis Putz, director of the ten-year old seminary, leads the effort to make the seminary a part of the university student life. This wish to become an integrated unit of the university does not force the seminary to underplay its primary function: to develop candidates for the Holy Cross priesthood, or, as Father Putz has stated, "We seek the formation of a person . . . a priest who freely wills to commit him-

MOREAU:

Seminarians find a place in the Notre Dame community.

self to the work and life of the Church, whatever his task will be . . ." The seminary no longer requires the philosophy major, and seminarians are free to work on student organizations.

Moreau's self-sufficiency has, in the past, been a source of separation from university life. Moreau could easily operate as an autonomous, self-sufficient community, with its own library, gym, dining hall, chapel, classrooms, and auditorium. It was built for approximately 230 residents, but currently holds only 49 seminarians and a total of 80 residents. This apparent lack of vocations is further witnessed by the fact that of the 49 seminarians, only three are freshmen.

However, even with this lack in numbers, Moreau is filled with a tremendous community spirit. This spirit is developed and solidified by the seminarians' realization of their common goal: the priesthood. For the past two years, the community has operated under the team system, in which the seminarians are separated into groups of eight, with each group delegated certain responsibilities and duties treating matters of spiritual growth and personal development. Thus, seminarian's ideas receive evaluation and implementation from the "team meetings."

The closed atmosphere of most seminaries is due partially to their physical isolation from "secular sources." Also, to integrate into the mainstream of academic life at Notre Dame, the seminarian receives a diversity of ideas and situations. Thus, his handling of life situations will not only be colored by his life at the seminary, but enhanced through his contact at Notre Dame.

Moreau is emerging from its isolation: it is becoming an important part of life at Notre Dame. Its Sunday folk Mass is quite popular, drawing overflow crowds. This year Moreau has also elected its first hall senator which now gives it as much influence in Notre Dame student affairs as any hall. Perhaps this is the beginning of Moreau's deeper involvement in Notre Dame's student life.





Opposite, below, the sight of a solitary person in the corridors is not unusual because of the small community. Top, seminarians Charles Corso and Lawrence Hawkins provide the accompaniment at Sunday mass. Below, the popularity of Moreau's Sunday guitar mass is shown by the number of St. Mary's and Notre Dame students who attend.



Top, Sunday mass at Sacred Heart church. *Above*, the 5:00 pm. mass at Morrissey Hall chapel. In the foreground is Michael Yettman, instructor in English at St. Mary's, and his son Mark. *Opposite, above*, the folk mass at Sacred Heart. *Opposite, below*, Rev. Henri Nouwen, visiting professor of psychology from Amsterdam, at the Morrissey mass. Notre Dame was recently given permission from Rome to experiment with new liturgy without needing specific permission from the local bishop.

RELIGION:

Students catching up to a church oriented to modern man.

In the Year of Faith that followed the Year of Jubilee, students found that it was easier to say "liturgy" than mass, and that it meant more when they did. Many found that the experience of a community can be both psychologically and spiritually strengthening, and that Christianity is fresh and developing. The attitude of many students became one of "catching up", when they discovered that a Church that had adapted itself to speak directly to modern men needed some modern men to speak to directly, and that it was now time for some modern men to develop.

In the change from "mass" to "liturgy", a community was formed, and if any one word could sum up the context and content of religious expression this year, it would have to be community. A number of halls, and particularly the stay halls, built on the reputations that their community masses of previous years had established, and made room for greater numbers of students and louder singing voices. The Farley mass on Friday at 5:10, oldest of the community masses, continued to attract faculty, Notre Dame and St. Mary's students, graduates, and even prefects. The mass includes elements that have become almost traditional in the space of only three years: gathering around the altar-table, spirited psalms that sing of God's glory: "Let all men rejoice in Him", the handshake of peace, dialogue homilies, spontaneous prayers of petition at the offertory for everyone from the Pope to the guy around the corner who's having trouble with physics, and afterwards the people, with the "Lord with them", gathering downstairs in the Farley lounge for coffee and cookies.

Frs. Burrell, Bartell, and Gerber concelebrate every weekday at 5:10 at Morrissey, and among themselves accomplish the laudable feat of balancing philosophical, literary, humanitarian, and generally theological aspects of Christianity, providing both intellectual depth and spiritual awareness.

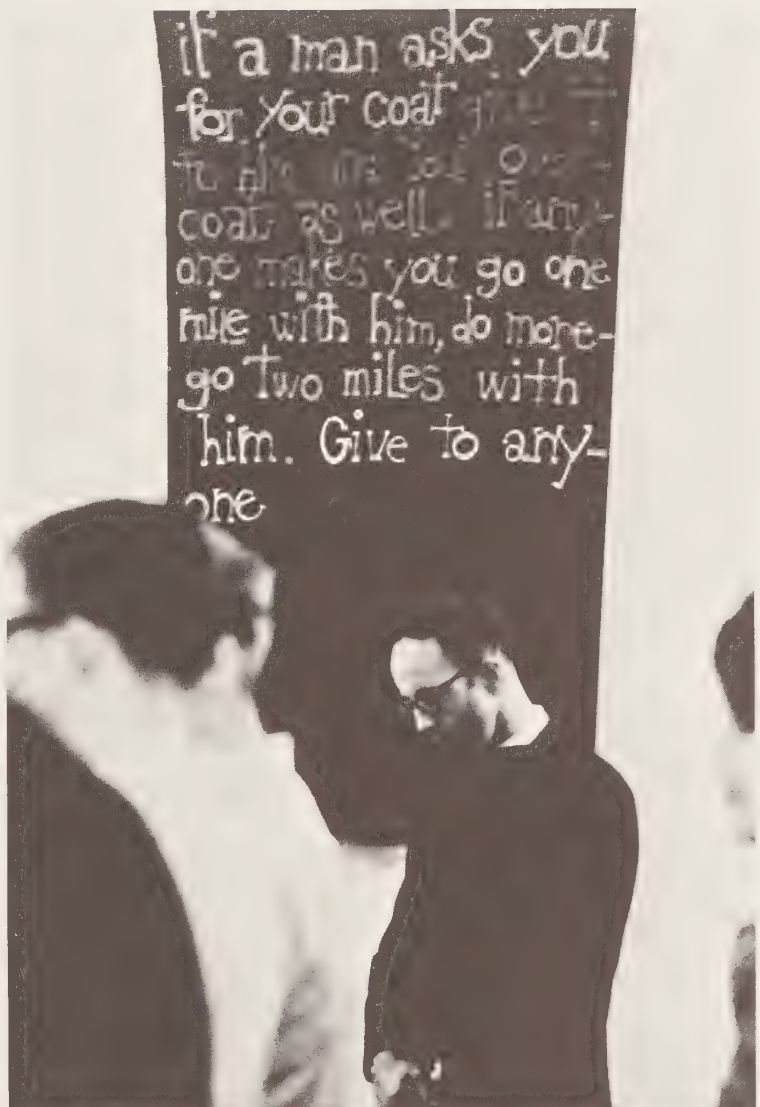
New banners have been added this year, and their bright colors, along with some unaccountably psy-

chedelic chapel-doors, are in striking contrast with the moment during the celebration when the people hold the host in their hands and the priest says: "The Body of Christ."

The 11:30 weekday folk-styled liturgy at Dillon continued to be impressively popular among the undergraduates, with the emphasis on personal self-realization as a way to fuller life with God. The Monday Keenan-Stanford community mass switched to Breen-Phillips this year, with Fr. Pomerleau's informal and fast-paced homilies always adding a note of lightheartedness in involvement. The establishment of 11:45 Saturday night liturgies in Holy Cross, Sorin, and Breen-Phillips satisfied not only the need to rejoice but also the need for a convenient early Sunday mass. Speaking between wash-tub accompaniments, Fr. Hoffman, rector of Holy Cross, could be alternately a gadfly or balm, and his concern for student religious maturity was probably deeper than that of most of the students concerned.

One community that grew up suddenly at Notre Dame last spring has been extensively apostolic outside the University. Members of the Catholic Pentecostal community here have travelled from Portland to Rochester and back, telling parishes, monasteries, convents, and ecumenical groups of their new awareness of the presence and love of God that they are experiencing through the power of the Holy Spirit. The community meets weekly for prayer in the Administration Building and at professors' houses, and are convinced that the sacraments of Baptism and Confirmation should present one with physical as well as spiritual gifts, including a new desire to talk about Christ to others.

But whether through section masses, weekends of Christian work in Chicago slums, the Christian social needs emphasized in the Reformer, the Year of Faith masses provided by Fr. Fey as University Chaplain and celebrated in a refurbished Sacred Heart, communion under both species in a hall chapel, and a self-styled course in mysticism at the Free University, many students were aroused to a specifically religious awakening. Those who took the time to seek, though by far still in the minority, discovered that the role of the people of God is not to search out a slot in the Church of their fathers, but to form themselves as persons, and thus to *become* that people.





SOUTH BEND:

A town of one hundred thousand people living apart from the university and enjoying their homes.

Opposite, right, Louie, owner and chef of Louie's Restaurant in South Bend, can never resist having his picture taken. Louie's, which serves about the best pizza in town, encourages students to sit and talk and not worry about being rushed out as soon as they are finished eating. The small basement room below the main restaurant has been used this year for a variety of gatherings ranging from Wranglers meetings to The Observer's first birthday party.

It is difficult for a town in the Indiana flatlands to compete with a nearby university as a cultural center. This is South Bend's stigma. Accused of being culturally depressed, offering little entertainment or variety of activities, the student develops an apathy which increases from freshman to senior year.

South Bend seems to exist for Notre Dame during the football season, but the exodus of visitors after the last home game shows that there is a town of one hundred thousand people living apart from the university and enjoying their homes. This lack of attention that the town affords hits at the ego of the Notre Dame student whose general attitude toward the town is: entertain me. He comes to Notre Dame and expects South Bend to be a "college town" existing for his pleasure. Comparison with Chicago or New York hurts South Bend even more, but there are some things that are unique about the town. Whoever has been in Sweeneys on St. Patrick's Day or at the dunes in the spring can't say they didn't enjoy themselves. But being tied to the leash of the bus, the N.D. student is unable to go very far into the community looking for entertainment.

So South Bend and Notre Dame exist as two populous islands each with its own set of natives knowing their own island and not the other's. This insular position has extended into the cultural cooperation between the two. While Notre Dame has attempted to work with South Bend through various commissions for cultural events and service projects, the success has been minimal. Programs lack student participation and town coordination. The only notable exceptions have been the tutoring and mental health programs.

South Bend is not content to remain inactive. A few years ago when Studebaker Corporation left, many felt the town would collapse. Yet with government aid and new industry, the town finds itself in a better economic position than before. Credit for this transformation goes to the people of South Bend who stayed with the town. Their faith in the town is just beginning to be rewarded. The urban renewal program passed last autumn provides for a new art center among other things. Already programs like the Mishawawka Art Show, which had the director of the Museum of Contemporary Art in Chicago participating, the lecture and film series at the South Bend Public Library for students and townspeople, and last year's Notre Dame-South Bend Festival of Contemporary Arts point out the signs of change.

The availability of talent from the Notre Dame and St. Mary's faculties benefits the town both culturally and academically. A few professors have television shows. The sociology departments of Notre Dame and St. Mary's offer a ready source of ideas and manpower for social work in South Bend. In the end, whether South Bend will remove its title of being culturally depressed will depend on the cooperation between the town and the university. The potential for cooperation between the two exists; whether or not it will be tapped is the question.





Above, the impenetrable lines to Saint Mary's finally broke in January when private phones were installed in each room. *Opposite, above*, impromptu entertainment and Quo Vadis food drew many to the Open House in Holy Cross Hall. *Below*, the non-dorm atmosphere of Holy Cross provided a casual atmosphere for studying and campus dates. The Halfway House also has lounges for seminars and informal classes.

The 1967-1968 school year saw perhaps the most extensive portents of change in the conspicuously masculine social history of Notre Dame. At times new developments were obvious or superficial. These were the changes in the physical backdrop of social life: the addition of the thriving Halfway House, Chuck Perrin's bustling coffee house, and the troubled Delphic Oracle, the mitosis of the "senior bar" into the Flamingo and Club '68 in the basement of Nicola's, the unseating of the Laurel Club as top party spot by the Carriage House and the Top Deck, and the almost mysterious disappearance of Guiseppe's. Beneath these surface manifestations, however, was the continued swelling of an undercurrent that seems to have begun only in the last several years. The Halfway House was perhaps the only tangible outgrowth of the undercurrent this year; but the spreading clamor for parietal hours and, yes, even for co-education at Notre Dame indicated that the most essential changes are yet to

SOCIAL LIFE:

The Open House, a rejuvenated Senior Bar, and the Delphic Oracle—the beginning or only the limit of changes in social life at Notre Dame?

come. It seems that, as the university strives to permanently define and establish itself within the upper echelon of American academic life, "social life" here is undergoing a concurrent identity crisis of its own.

Conceived and effected by Father James Burtchaell, the "Halfway House," officially the "Open House," represents the first concrete attempt to establish a common social ground between Notre Dame and Saint Mary's. In place of the virtually stagnant LaFortune Student Center and the unequipped, often deserted Saint Mary's social center, the Halfway House offers extensive amusement facilities, hopefully for mixed use. Quo Vadis Italian cuisine and frequent entertainment, either by imported acts of all sorts or by Lou MacKenzie and his troupe of Halfway House regulars, characterize the comfortably large, if sparsely decorated, pizzeria. The restaurant itself, as well as abundant lounge and recreation areas, provides places where students can theoretically, "get acquainted" with St. Mary's girls or, more likely, assemble for post-movie, post-concert, post-party, or post-study activities. Hall and class parties, stag and mixed, co-ex discussions and classes, and various campus organizations make worthwhile use of the new center in Holy Cross Hall (not really quite "halfway" to St.

Mary's). After one year of existence, it remains dubious whether Father Burtchaell's ideal of a simulation of co-ex life will ever be viably experienced within present social limitations here. The frequent patron of the Halfway House beholds the established couples maintaining the established date patterns or, more often, stag groupings consistently betraying the traditional seven to one proportion, a problem with which physical facilities, regardless of their extent or attractiveness, will never adequately cope.

1967 was an election year of some kind in our host city; though most Notre Dame students were ignorant of the candidates and issues in South Bend, they were acutely aware of the campaigns. Incumbent politicians saw the logical necessity to assert their presence prior to the November 7 balloting. Familiar centers of student fraternalism, like Simeri's, Billy's and Guiseppe's were void of Notre Dame patronage (that is, almost all patronage) for most of the football season. Inexplicably, the crack-down on Guiseppe's continued even after the election almost as if it were related to something other than politics.

A new aura of creativity (if only in advertising) gleamed in the increase of "theme" parties, togas . . . Valentine's Day Massacre . . . hippies . . . oldies but goodies, that supplanted old Farley hall parties, Junior class parties, etc.

Nicola's upstairs showed an unprecedented prosperity, even on weeknights. Downstairs it was the same as the Flamingo—the unique four-day weekend: Friday, Saturday, Sunday, and Wednesday, night of nights in the senior bar.

December saw the debut of Eddie Kurtz's spectacular, though ill-starred, Delphic Oracle. Sporting a light show that the West Coast visitors claimed rivaled those of even the Fillmore Auditorium and the Avalon Ballroom, do-it-yourself fluorescent body paint, and the most contemporary of local bands—Captain Electric and the Flying Lapels—the Oracle opened a whole new cultural and social, albeit commercial, vista for the university and the "community." But even such an innocuous front could only momentarily mislead the watchful, committed officials of South Bend. Clever investigation showed the psychedelic club to be an infamous den of debauchery, corruption, and rampant drug traffic. Outraged neighbors, helpless to protect themselves, cried that marijuana was being distributed at the door, but, due to the unscrupulous conniving of Poison Fish Enterprises, the South Bend police had difficulty getting a case on the Oracle. They resorted to the brilliant Eliot Ness-Al Capone income tax evasion technique. Unable to nab Kurtz and his henchmen for their heinous "drug violations," they pinned them with meticulously constructed charges of sanitation and parking provision violations. By the second semester the wall of psychedelic posters was replaced by a lone "For Sale" sign.



The usual pattern of
campus social life is hard
to avoid—but possible.





Opposite, above, Shaggs leader Chuck Perrin branched out on his own, opening a long-anticipated coffee house in South Bend. *Above*, John Davidson, singing to Judy Collins in his television broadcast from Stepan Center, spent two weeks on the campus during October. *Above, right*, Saint Mary's girls helped with the perennial blackjack and gambling tourney of the Mardi-Gras Carnival in February.



In the area of University-backed social events, the repositioning of the social commission as a subdivision of the newly created Student Union had little observable effect on its operation. The traditional big weekends were carried off with the customary efficiency. The "customary efficiency" is perhaps the social commission's greatest fault. It does seem that the social commission often loses contact with the real trends of student life. There is an unreal "win an all expense paid trip" air in the gaudiness and commercialism with which Mardi Gras and Homecoming are publicized. And there is a somewhat disconcerting impersonality in the manner in which they are conducted.

Nevertheless, Homecoming, despite the outcome of the game, was memorable for many. Even the kickoff party, a relatively new institution, was a literally smashing success—the state police waded through peanuts, brew, and upset tables to close the myriad taps at 10:00. Hundreds of couples, impartially selected by Univac 1107, enjoyed Homecomings I and II, and Johnny Rivers, backed by the Fifth Dimension, managed to inject some life into an audience dejected by the Fall of Troy.

The Mardi Gras kickoff was less of a rouser than its fall counterpart and previewed a less successful weekend. The "Walk on the Wild Side" theme might have been better directed towards the New Orleans setting of the movie than to the "south of the border" setting of the Grand Festivity. And when one is continually promised "one of the biggest names in the entertainment world" for "the college weekend of the country," he expects more than Marvin Gaye and the Stone Poneys.

A certain deficiency, in fact, was evident in social commission concerts throughout the year. Blue-eyed soul was more than sufficiently represented by standouts such as Dionne Warwick, the Four Tops, the Fifth Dimension, Marvin Gaye, and second semester rumors of the Rascals or the Temptations. The pop-folk lovers were graced with a less-than-ethnic New Christy Minstrels and, of course, Peter, Paul, and Mary. Neil Diamond's electricity was cut off in the middle of his act by the employees of Stepan Center.

The social commission somehow avoided a whole range of acts in the dominant field of contemporary popular music, however, from commercially successful groups like the Jefferson Airplane, the Hendrix Experience, and Vanilla Fudge to purists like Butterfield, Mayall, and the Blues Project, all of whom were on tour this year. "Psychedelic" seems to be a term that has not penetrated the consciousness of the social commission.

For those who experienced it, perhaps the Four Tops concert, during Michigan State weekend, almost made up for it all. Two thousand people leaping out of their \$3.50 and \$4.50 seats and funkying to "Reach Out, I'll be There" can make many people forget that Gracie Slick even exists. The 1967-1968 season was truly soulful, if nothing else.

The social commission's customary efficiency may be its greatest fault.



Opposite, top, pre-empting their afternoon spirit, the Friday night pep-rally mob answers the bugle's call for Green Power. Opposite, bottom, the Four Tops concert drew a chair-dancing audience response in the fall. A most enthusiastic performance, the Four Tops highlighted this year's concerts at Notre Dame. Above, Dionne Warwick, in a moment of soul concentration, was the only female vocalist in concert this year, giving three or four encores to a post-game Stepan audience.



"Fun is where you make it" has been the traditional motto of the Notre Dame social man. "Notre Dame social man" is, however, a vague entity, as vague as his somewhat rationalized motto. Naturally, it is to be valued that there is no single stereotype of social conduct here; but whether the whole range of characters and of social activity is adequately, realistically represented is another issue.

To be sure, there has never been a problematic dearth of parties, either in variety or quantities. The widely advertised type comprise only a minimal portion of the domain. For in addition to the standard parties at the usual public spots, there is a whole range of off-campus parties, from the legendary rugby capers to the limited gatherings in off-campus residences. The consistency of the activities, bands, beverages, and even the patronage of most of the hall-class-club parties sometimes invites an if-you've-seen-one-you've-seen-them-all derogation. Innovations like the Alumni Hall steak dinner party in December were welcome, though rare, exceptions. "Off-campus party" connotes a gratifyingly less concrete picture. Gone are the Cambridge Five and the Shaggs; the recorded music ranges from Ravi Shankar to the Monkees; the room may be filled with alcoholic vapors or perhaps only smoke, with native dances or silent conversation, with lights or darks, lows or highs. Somehow it seems closer to home, nearer to "real life" than the Top Deck or even the Halfway House. Sometimes the occupants of this "residence university" must look off-campus for significant social development.

Sometimes the occupants of this "residence university" must look off-campus for significant social development.



Opposite, above, senior Andy Wallace hosts a pre-Mardi Gras party in his off-campus apartment. Opposite, below, various halls and clubs decorated Mardi Gras booths corresponding to the "Majico" theme. Above, although St. Patrick's Day came on Sunday, Sweeney's still served the traditional green beer on March 16 and 18.





Homecoming, despite the outcome of the game, was memorable for many.



Far left, The original Senior Bar in the basement of the Flamingo was replaced in February by Nicola's basement renamed as Club '68. *Left*, Pangborn residents dramatize a Trojan chariot race in their Homecoming show. *Above, middle*, on Thursday night, Dillon's "Fall of Troy" Homecoming display was still a wooden skeleton.



The clamor for parietal hours and co-education indicates the most essential changes are yet to come.

Attempts early in the year to capture the "off-campus" effect in dorm parties (attempts which were relatively successful in halls like Morrissey last year) met with revitalized disciplinary restrictions. Reactions were varied: some moved off-campus, others stretched the regulations; some reverted to the social stagnancy which, for them, preceded last year's progress.

More essential problems than simply parties, concerts, the social commission, or "Where to go? What to do?" came to the forefront of Notre Dame social life this year. In February the pioneer General Assembly of Students met and passed two relevant resolutions, one calling for further investigation of the problems and possibilities of co-education, the other demanding that students be granted some form of parietal hours.

The apparent squelching of parietal hours earlier this year was reinforced in December and January as Father Hesburgh made it clear that he would give no ground on the matter. The language was fairly strong, its support unanimous. Whether some form of parietal hours is necessary for the spiritual development of the students (as the bill holds) is somewhat dubious; that it is essential for their growth as normal social beings is almost beyond question. As the second semester wore on, a confrontation seemed imminent.

The bill calling for a probe of co-education was more vague. The effect of "co-ex" co-education on social life is uncertain, to say the least. Classroom situations are essentially formal, too formal to be considered truly social, boy-girl social. It seems obvious that one seldom establishes more than a superficial relationship with a girl on a classroom basis. Informal situations, such as eating meals together or walking back to dorms together, are the kind that usually develop more personal relationships. This is the principle behind the Open House. Its success is limited, however, because, after a brief and illusory glimpse of co-ed life, if a boy has been fortunate enough to meet a girl he walks her a quarter of a mile back to her dorm and then trudges back to a cluster of all male dorms, eats his meals in an all-male dining hall. For co-ed life to become a reality here, association with St. Mary's and/or Mundelein, Barat, St. Mary's of the Woods, Holy Cross Nursing School etc., etc. *ad infinitum* will accomplish little if students are only to go to classes together. There must not only be co-ed classes, but co-ed dining halls, co-ed facilities, male and female dorms within readily accessible distances of each other. Education itself is not limited to the classroom; co-education must not be limited to the class-



room. If it is, academic, and not social relationships, will be the predominant result.

Perhaps the greatest ill that can develop, and usually does, in chronically all-male situations is a warped attitude towards the opposite sex, a view that views girls solely as objects of dating. When there is a lack of females, a male will "waste" little time on a female that he doesn't regard as a possible date. Quite simply, he never gets to know girls "as friends," unless, of course, he has finished dating them. If girls were constantly and more abundantly present, casual and simply friendly relationships with girls would be more frequent. Such relationships are now a rarity at Notre Dame. The majority of students here fall into two categories: those who know hardly any girls and those who know only the girls that they and their buddies have dated (having often met them in initially contrived situations).

While parietal hours may be a worthwhile concern for the present, it will not, in the long run, cure the real social illness at Notre Dame. Geographically we are isolated from many of the advantages of living in close contact with the urban World Village. McLuhan tells us that the mass media will solve that problem for us. But the social problems are more underlying, and consequently more difficult to solve.

Co-education and fraternities have customarily been taboos at Notre Dame. Fraternalism may indeed fragment the unified spirit that characterizes Notre Dame even as it continues to grow. But true and complete co-education is perhaps the only answer to the social gripes that have become as traditional as Rockne and the Dome.

SAINT MARY'S:

Seven seniors discuss their role as educated women.

Reflecting back over four years of college, seven Saint Mary's seniors discussed their education and futures. As educated women they assume a challenging role in society—one for which they hope they have prepared in college. As seniors they can look back at four years of renovation and growth of their college. They are the last to have gone to Saint Mary's under its old strict rule and the first to actively participate in the Notre Dame co-ex program.

Mary Perrone, a political science major from Leroy, New York, hopes to go to law school. She spent her sophomore year in Vienna. Roseann VanGelder, Northbrook, Illinois, is an English literature major and will probably go to graduate school. Theresa Menke, a biology major from Buffalo, New York, will do graduate work in biological research. Mary Behrens, an elementary and special education major from Montclair, New Jersey, will go to graduate school in special education and mental retardation. Vera Dicello, Greenwich, Connecticut, is an English literature major with undecided plans. She spent her junior year abroad in Vienna. Mary Cam Motto, a French and Christianity and Culture major from Bettendorf, Iowa, plans to go to business school and become an executive secretary. Terry Leite Dwyer, married last summer is from Atlanta, Georgia and graduated in January. She is an art major and housewife.

The discussion began as the girls commented on the role the educated woman must assume in society.

MARY PERRONE: The role of the educated woman today is to hold her own in the world, to be responsible for herself. She's capable of applying herself; she's learned something besides needlepoint. At Saint Mary's, I haven't met very many of these women. A lot of girls came here for social or family reasons. There are many girls who came here because it was a Catholic girls school.

MARY CAM: I disagree with the general premise that a lot of girls came here for social reasons. There are many girls who came here because they sought education offered by a Catholic womens' college.

VERA: You can't discount Notre Dame.

MARY CAM: I think you can for some people.

VERA: I don't. Just on an academic level, some parents pressured many girls into going to a Catholic womens' college. There is a certain advantage, both academically and socially, in being situated near a major university like Notre Dame. Their facilities are more diversified and they can draw more lecture and activities.

MARY PERRONE: I think you can have a high academic level and still have girls who won't participate or apply themselves and take advantage of the academic facilities of any school.



MARY CAM: I don't think that academics alone can measure whether a woman is really educated. They blossom when they get out. Some aren't as well rounded as others.

ROSIE: You play up the idea of the woman not being as smart as the man. Perhaps that's why we have the image of the socially-g geared atmosphere.

MARY BEHRENS: The idea of an educated woman is not so much in the preparation but in the desire to take part in society.

ROSIE: I think the primary role of a woman is raising a family. By educating herself, she can do more for her family and society.

VERA: I look upon women in society as a stabilizing, unifying factor in whatever they do. We are there to open our minds, to come to grips with ourselves as persons and with the world around us.

MARY BEHRENS: I think the qualities that a woman brings to a job are in most cases complementary.

TERRY DWYER: If a woman wants a career outside the home, it should be subordinate to her family. A girl must be educated to be wife and mother; she is the one who will orient a child's life. Dr. James Campbell, former philosophy teacher at Saint Mary's said: "Philosophy won't tell you how to change the baby's diapers, but it will give you something to think about while you are changing them."

Would you like to send your daughter to Saint Mary's?

ROSIE: Definitely. If my daughter would gain from Saint Mary's what I have, it would be a worthwhile experience.

TERRY MENKE: I can't say. The way it is now, I would wait and see how the school develops, and let her decide.

MARY PERRONE: No.

VERA: Not the way it is now.

MARY BEHRENS: It would depend on my daughter. I'm glad I wasn't here for my freshman year.



VERA: Maybe because it's changing. I wouldn't want my daughter to spend four years here. I don't think she would be exposed to the things she should be exposed to. Maybe I'm biased because I studied in Europe.

TERRY MENKE: When I think of Saint Mary's, I think of frustration, a lot of which comes from student government. As far as my education, I could not ask for a better training in any university. It's unfair to judge the school on complaints.

As the girls discussed the changes at Saint Mary's, the question of the future of a Catholic women's college arose, and the subsequent typical "image" associated with Saint Mary's.

MARY CAM: Saint Mary's is keeping up with other women's colleges. It must do this to remain competitive for good students.

ROSIE: Saint Mary's has improved on its own campus by improving course requirements and diversifying the courses offered.

MARY CAM: Saint Mary's changes merely reflect the reality of the changing society that we are in. The school can't continue inhibiting the people who are coming here.

ROSIE: If you consider the changes at Saint Mary's in relation to Notre Dame, it's an impetus from each school to the other. Both have made remarkable changes. I think you can see this more clearly and from a more objective viewpoint when you are out. When you are living here, you can't. You only consider those changes which affect you personally and these never seem enough.

TERRY DWYER: Since I got married, I see dorm life as a sort of purgatory, waiting for a better type of life. I don't regret the experience, but in the dorm, girls have relatively little to do or little to think about besides their studies. They become overly aware of the insignificant things pertaining to that life.



Opposite, Mary Behrens. Above, left, Terry Dwyer. Above, right, Mary Perrone. Bottom, right, Roseann VanGelderens.



"I want to get out and be 22 and anonymous." "I think the primary role of a woman is raising a family."

Above, Vera Dicello. Opposite top, Theresa Menke. Opposite bottom, Mary Cam Motto.

VERA: But going back to the idea of Saint Mary's, there's no place anymore for Catholic, middle class girls to come to live in a sheltered existence. You can't be sheltered anymore, at least if you want to be fully educated.

ROSIE: Yet we are a very homogenous group.

TERRY MENKE: You can put a middle class, Catholic tag on us. But there are individuals beneath it. When you type a girl, you're basing it on externals.

ROSIE: There is a definite 'type' here. You're not aware of it until you go to another school and see people there.

TERRY MENKE: I revolt at putting a label on individuals. You can't classify a personality. I get sort of tired being the Saint Mary's image and the whole bit. You can become an individual here if you really want to.

MARY BEHRENS: The college tends to accept a certain kind of girl because a certain one can afford to come here or knows about the college in the first place. There is more variety with the boys at Notre Dame than there was before. If there is a "type" here, it's a styled type.

MARY PERRONE: There is a definite type at Saint Mary's. Being a type is bad at any time, especially if you develop a stereotyped mind. The external image is irrelevant to the fear and hesitancy that seem to typify the girl. She should be open to more people and ideas. I hope I'm not part of a type.

MARY CAM: I disagree. I'm very tired hearing of the Saint Mary's type. There are externals that typify us. But it's because we're at a small college. This may stratify our thinking for awhile, but I think the girls can rise above it.

VERA: Coming back from Europe, I saw Saint Mary's objectively. I really feel there is a type here.

MARY BEHRENS: I came from a commuter college in a city and found the same thing. I expect a person to respect me enough to find out what I'm like before I'm typed.

TERRY MENKE: Almost anyone, when you say you're the typical Saint Mary's girl is going to object. When you say you are a type, you are accepting that mentality.

VERA: Yet I realize that I'm probably considered part of that type too.

ROSIE: The type is more external appearance than attitude.

MARY BEHRENS: I think it's attitude too.

ROSIE: It's based on a superficial knowledge; but if there is a general type here, I'm proud to be part of it.

VERA: If the girls are able to overcome their basic hesitancy when they graduate, I think they can do really great things.

If you had another chance, would you have come to Saint Mary's?

MARY BEHRENS: I came here sight unseen as a transfer student in sophomore year, and I can't blame that on the school.

MARY PERRONE: I have developed in whatever way I have in spite of the place and the system. It's been a matter of improving it to allow myself and other girls to become more mature women, ready to assume responsibility no matter where it comes.

MARY BEHRENS: I'm glad to be in a more or less Christian environment in a period of change in my church, and to be able to see it in that light.

Being the first class to actively participate in the co-ex classes, the girls gave their impressions of the present class arrangement programs:

MARY PERRONE: The minute they started the co-ex program, it saved Saint Mary's.

TERRY DWYER: With the separation of the two sexes on the academic level, the only contact is on the social level of dating, which gives an inadequate picture and understanding of each other.

MARY PERRONE: If you have the idea of a women's college or men's college, it's passe. It is definitely inhibiting to a full education. You must have a man's point of view on matters. If you mature divorced from the other sex, I don't think you will be prepared to be an educated woman or anything else.

TERRY DWYER: I have had two co-ex classes at Notre Dame, and in both, I'm sorry to say, a relaxed, integrated atmosphere was lacking. The attitude seemed to be "you ignore us, and we'll ignore you." I hope this attitude disappears as the co-ex program expands.

MARY PERRONE: I think Notre Dame sees us as competing.

MARY BEHRENS: I don't think you compete with men. I think you compete with yourself.

VERA: In some classes men and women do compete.

MARY PERRONE: Not only in classes but other things.

VERA: There's no necessity for a woman to let a man know she's competing. Competition is a state of mind.

MARY PERRONE: A man puts the term competing on a woman.

ROSIE: If you want to compete with a man on one level, you have to be ready to compete with him on all.

MARY BEHRENS: I think if you compete with a man, you're crazy. You lose your womanhood and an awful lot more.

Graduation means decisions. How do you feel about leaving?

MARY CAM: I think most seniors are glad to be graduating and beginning their own lives now.

TERRY DWYER: As a "housewife" taking 18 hours, I feel that I have learned more than when I was living on campus last year. My studies became more of a learning challenge and less of a grade challenge.

MARY BEHRENS: There's a certain nostalgia in leaving . . . the last football game . . . the Senior Prom . . . the dunes. But I want to get out and be 22 and anonymous, and not be labeled from this college or that town.



"What will we receive in return for our identity?"



Above, the bus driver has been busier since the Co-ex program has started. The girls have made greater use of the exchange than the boys.

It's 2:00 A.M. and the last of us—that long ago freshman class with the 11:00 curfew and 12:00 bedtime—are rushing in. We were the girls who lived in fear of Sister Immaculata, math exams, Notre Dame men, that our rain coats wouldn't cover our cut-offs, that our night gowns would slip out during our eight o'clock classes, being caught at Sweeney's, and of being generally "unladylike." We are the same young ladies at the same old school, yet something is remarkably different. When did the change take place?

The change is evident. A Saint Mary's girl is getting harder to pick out in a crowd. She can be seen at the Senior Bar at 1:00 A.M. or at the Delphic Oracle in a pair of jeans and a polka dot shirt. She sports an occasional mini-skirt in her Notre Dame classes and slacks in South Bend. And if she can't hide her Ivory Soap and vitamins look, even if her slacks are better pressed than most, she still carries with her a new mentality: involvement, awareness, and the constant question, "What next, SMC, what next?"

From the extended ribbon of balloon lamps which lead to the new classroom building, to Reidegger House, home of our new president, Father McGrath, we see change. Traditions will never be the same though Madonna Night and the Christmas ritual will persist. Classes won't be the same; pigtails will go out and make-up will come in. Some girls feel that friendships will undergo a subtle yet definite change while others wonder what will become of the faculty. Saint Mary's, too often the step-sister school instead of the sister school, is wondering "And what will we receive in return for our identity, whatever that may be? The use of the golf course? A new and more exciting classroom atmosphere? The male point of view? Increased academic facilities and a wider range of courses? A Senior Bar Card? The right to keep our football tickets? Some things at Saint Mary's will never change. We will always respect the Holy Cross Sisters, love Sister Madeleva's poetry garden, honor Founder's Day, fear math exams and maybe Notre Dame men, and we will always hope to remain ladylike, though in perhaps different ways. But now we are "friends of the migrants," "Neighborhood study helpers," and perhaps coeds. And we ask ourselves constantly one question: are we losing our womanliness in hopes of woman-hood? "What next. SMC?"





Top, Fr. James Kavanaugh at the lecture when he renounced his priesthood. *Above*, Julian Bond talks on black politics. *Opposite, left*, Senator Mark Hatfield tells the audience about the Republican responsibility. *Opposite, above*, Fr. Martin D'Arcy, S.J., speaking in the library Auditorium. *Opposite, below*, General Harold K. Johnson explaining the U.S. position in Viet Nam.

LECTURES:

The Indiana Primary, Viet Nam, Suicide, and Black Nationalism highlight a superb year.

With talks ranging from "Solid State Science: Purposes and Prospects" to "The Catholic University: A Contradiction in Terms", this year's lectures exhibited a variety and frankness seldom seen at Notre Dame. Leading the way was the Student Union Academic Commission under Chuck Nau. The Commission sponsored more than 30 lectures on themes from the causes of suicide to the war in Viet Nam.

Using Lownds County, Alabama, as an example, Julian Bond discussed the ins and outs of the "Future of Black Politics." "Black politics", he said, "is like all politics—a science of deciding who gets what and how much. Since Negroes have little they therefore seek ways to get more." For the people of Lownds County black power meant the forming of the Black Panther Party. Mr. Bond thought the civil rights struggle had passed its first phase of moral indictment to the phase of political power. Finally in summarizing the struggle of civil rights "... it isn't important that Negroes can eat in a Jackson, Alabama, Woolworths, but it is more important to be able to pay for the meal." In the same vein R. Sargent Shriver addressing the Student Assembly told the students that they must create a "new society."

With his body guards and contempt for "Whitey", Ron Karenga, black Nationalist, debated Prof. James Silver on Black Power. Refusing to listen to what Prof. Silver argued for, Ron Karenga called for the use of violence to achieve not equality with the white man but a reversal of situation with the black man holding the stick.

Controversial is not a good word to use to describe past lecture series. This year the idea has been to accept the controversial as issues of the day and to expose the student to these important issues. Lectures by Fr. Kavanaugh, who chose to renounce his priesthood, Webster College president Jacqueline Grennan, questioning the purposes of Catholic education, Robert Welch, head of the John Birch Society, and Herbert Aptheker, U.S. Marxist, are typical of this new policy.

One of the most controversial subjects is the war in Viet Nam—a subject pursued in depth by many speakers. In a packed Library auditorium lecture Senator Mark Hatfield told his audience that it is the Republican Party's responsibility to offer an alternative to the problem that confronts us in Viet Nam. In discussing the Johnson administration's credibility gap, Hatfield said that as late as March 1964, Johnson said there was no plan for introducing combat troops into Viet Nam. In an equally





Above, The National Literary Festival premiered Norman Mailer's *Beyond the Law*. Below, Webster College president Jacqueline Grennan spoke on Catholic education. Right, novelist writer Kurt Vonnegut was one of the authors at the Festival, sponsored by the sophomore class. Opposite, above, R. Sargent Shriver, the opening speaker for the General Assembly of Students. Opposite, below, after his lecture, Dr. William O. Baker held an informal discussion with students.



The National Literary Festival: seven of America's top authors.

critical vein Senator Vance Hartke in his speech in Stepan Center admonished the present Administration for "... not meeting the mandate for peace (1964 elections) with a plan for peace." Other speakers on the Viet Nam issue included Senators Birch Bayh, George McGovern, Gale McGee and former Governor Harold Stassen. Among the military represented were retired Marine general David Shoup, who spoke against our presence in Viet Nam, Generals Harold K. Johnson, Army Chief of Staff, and Lewis Walt, assistant commandant of the Marine Corps.

Interspersed between these speakers were men like Kenneth O'Donnell (on J.F.K.) Jack Valenti (on L.B.J.), William Buckley (Student Responsibility), Mayor John Lindsay, Rod Serling, Bill Mauldin, Congressman Gerald Ford, minority leader of the G.O.P., Mark Lane (on the Kennedy Assassination), and Harlan Cleveland, ambassador to N.A.T.O. (on Peace with the Russians). Robert Kennedy initiated his Indiana primary campaign with a speech in Stepan Center on April 4 outlining his poverty program.

This most ambitious and best lecture series of the Student Union Academic Commission has been done without endowment. To continue to lure top quality contemporary speakers to the campus will take an endowed series. Without such aid the Student Union Academic Commission can't hope to match this year's accomplishments.

At the other end of the spectrum of lectures offered at Notre Dame is the excellent Arthur J. Schmitt Challenges in Science Lectures. Last they brought Linus Paulding and Edward Teller among others; this year Dr. Willard F. Libby, Noble Laureate in Chemistry, Dr. Frederick Seitz, Charles A. Hufnagel, M.D., and other scientists spoke to the students.

In spite of all the outstanding political speakers who appeared through the year, the highlight of this year's lectures was the National Literary Festival sponsored by the Sophomore Literary Festival Council. During the week of March 31 through April 6, chairman John Mroz and his staff brought seven of America's most honored writers—Granville Hicks, Peter DeVries, Joseph Heller, Wright Morris, Kurt Vonnegut, Norman Mailer, and Ralph Ellison—to the campus. But the festival was noteworthy for much more than the normal lectures and symposia. Vonnegut, Heller, Hicks, DeVries, Ellison, and Morris sat in on several fiction and writing classes. And Norman Mailer brought Notre Dame its second world premier movie (the first being *Knute Rockne, All-American*), when the festival screened *Beyond the Law*, Mailer's second film.

Hopefully these various lectures series can meet the students' need for information outside of school.





MOCK CONVENTION:

The nomination of Mark Hatfield—a fervent refusal to be voiceless, a refusal to be stymied, a refusal to be led by men whose political vision is one of self concern.

Politics is a game which proceeds by its own rules—be they Roberts' or Sturgis'. It is not a human encounter creative of life, but one devoid, indeed, destructive of it. The rules of politics transmute the things of the real in all degrees into objects, all of the same quality. It is rare that anything can rise above the alchemy that again and again reinforces the almost classic separation between the state and the body politic. But there is one fact of the way we live now that insinuates itself into every sphere of our lives and that is the war that America presently wages in Viet Nam.

The poet Dante tells us that the hottest places in hell are reserved for those who, in a period of great moral crisis, maintain their neutrality. You are either for this war or against it. There can be no question of the great moral crisis involved—a crisis which sees the wrenching of the greatest nation on earth. You are either for this war or against it. You can either support a policy that destroyed 2,000 Americans in four weeks or you can oppose it. You are either for this war or against it. You can either say yes, it is right, with all its priorities and all its escalations—or you can say no, it is wrong . . . I cannot, I will not tolerate it. —Charles Nau

That fact presented itself with telling effect at the Notre Dame Mock Political Convention. It did so because it is a fact that the majority of Notre Dame's graduating class of 1968 will either join the military under duress, go to jail or expatriate themselves; because it is a fact that friends and even brothers of the students here were and are being killed in Viet Nam; because it is a fact that the Academy in America has, virtually with a single



Top, Tom Chema, Mock Convention chairman, takes a roll during the convention. Below, the nomination of Rockefeller brings on a noisy demonstration. Opposite, above, Barbara Gibson introduces Robert Taft, Jr. to the Mock Convention. Below, though Nixon won the New Hampshire primary, he finished far behind at the Notre Dame Mock Convention.

voice, screamed against the war.

We need a leader who can bring an end to the horror of the present war in Viet Nam and begin in full force to fight a war for social justice in our own nation . . . The violence in Southeast Asia has riddled our nation with the most intense discontent. The crisis in our cities is painstakingly connected to the failure of the Democratic leadership to build confidence in the worth of a war effort bringing unaccountable suffering to millions of Americans both in and out of uniform . . . United States prestige is often referred to by the Johnson administration as a scapegoat for not following a more sane foreign policy in Viet Nam. Yet that prestige is seriously damaged as a fourth rate power, North Korea, hijacks an American ship and her crew while the United States stands by watching, handcuffed by the Saigon dictators. At home, the war in Viet Nam diverts human and material resources from the work which must be done on our poverty-ridden cities; it underlies the belief of the poor and alienated of our ghettos that the leadership of this country is indifferent to their plight. It most unfortunately points out to those groping for economic and social equality that violence is the American way to solve a problem.

—Jeffrey Keyes

The convention, of course, had the obligation to go beyond a concern for a militant peace, because such an expression would hardly be congruent with the ways of politics. And in fact, the convention did nominate Senator Mark Hatfield as the Republican candidate for the Presidency and Governor John Volpe as the candidate for the Vice Presidency. Underlying the apparently political nature of this



move, however, was a fervent refusal to be frustrated, to be voiceless, a refusal finally to be led by men whose political vision is one of self-concern.

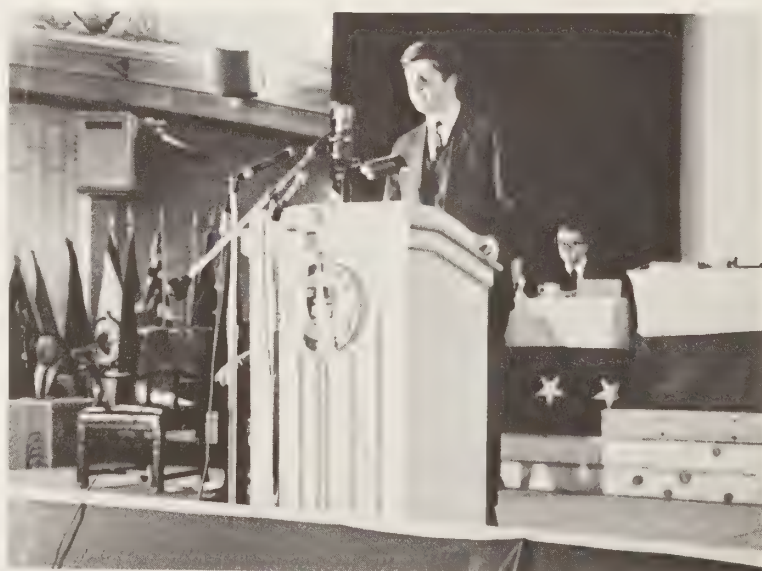
To say that this country is being torn apart and shattered politically, socially, and morally would be to belabor a theme that has recurred throughout this convention. The time has come to stop wringing our hands and to try to rebuild our society . . . We are tired of the sophistry of the party hack whose moral principles run no further than the Gallup Poll. We are tired of opportunists whose personal ambitions far surpass their desire to serve their country. But we do not have to sit back and fall into a cynical despondency over the fate of our political system. There is room for courage and integrity in American politics if we demand these qualities. This convention must be an occasion for our generation to give notice to all men who would be our leaders that we will not be led blindly; that we will not be lied to.

—Dennis O'Dea

The convention was not first and foremost conducted in the spirit of intellectual honesty; it was condemned as having elected not a man, but an issue. In many ways, this was true. The dynamics

The simple fact that the vast majority of the class of 1968 will either join the military under duress, expatriate themselves, or go to jail, made the convention a symbol of protest.

of Johnson's perversity assumed the cover of demanding opposition to him and at the same time supporting those things he had emblematically opposed. To say that the candidate could have been McCarthy or Kennedy is overstating the point; to say that Mark Owen Hatfield represented anything more than a chance to change this country with the framework of the politics that it has created would adequately summarize the convention. The other candidates whom the convention considered were Nixon and Rockefeller, but they chose to dictate their political futures in vocabularies other than one small aspect of foreign policy. The fact remains nonetheless that that one aspect of foreign policy has brought America to a crisis of conscience and has brought us to realize the significance of Albert Camus' assertion in *The Rebel*, which can stand as an emblem of the whole convention, indeed, of all involvement of Notre Dame students on the national level this year: "In the universe of *The Trial*, conquered and completed at last, a race of culprits will endlessly shuffle toward an impossible innocence, under the grim regard of the Grand Inquisitors. In the twentieth century, power wears the mask of tragedy."



Top, Tom Henehan, a member of Hiram L. Fong's delegation. Below, Jeffrey Keyes nominating Mark O. Hatfield. Opposite, above, Joe Blake, permanent chairman of the Mock Convention, confers with Ed Kickham, manager of Hatfield's campaign. Below, left, Reagan supporters ready confetti. Below, right, Mary Lou Gallagher reports the results of the Platform Committee's deliberations.





Notre Dame can hardly be said to have a flourishing musical life. This is the unfortunate result of several causes, not the least important of which is the severely limited budget of the music department. Flourishing departments send strong and penetrating roots into the university still, but those of more delicate constitution are apt to find themselves neglected. The music department is such a victim of unintelligent ecology. But despite the fact that it is withering on the vine (the music major was phased out last year), it still manages, from time to time, to produce a few pale blossoms. The concerts by Claire Alain, or the Philidor Trio, or Lelia Gousseau are some of the more fragrant. Unfortunately the best concerts of the season—with the exception of the Philidor Trio—were distressingly poorly attended. Apparently the music lovers among the faculty and students have for the most part despaired of the musical situation and are content to nourish themselves on record collections and WFMT broadcasts. Such poor receptions do not, of course, make the prospect of a return engagement at Notre Dame inviting for an artist. Despite all this the schedule of musical events maintains a surprisingly high average quality (which, for example, the Munich Chamber Orchestra did a great deal to raise). The better concerts are attended regularly by a small number of students. The faculty remains here as generally disinterested as it does in activities of the "Student-Faculty" Film Society. Yet Father Hager continues to tend his meagre department, hoping, despite the indications, for a break in the weather.

CONCERTS:

Despite the music department's limited budget, and poor attendance at many concerts, musical events maintain a consistently high quality.



Opposite, the Munich Chamber Orchestra. Above, piano duet Segal and Ruttenberg. Left, Pianist Marion Richter.



The judges vote against thinly-disguised rock.

One thing can be said definitively about the tenth annual Collegiate Jazz Festival: it was different. CJF '68 offered \$7,000 in prizes; the Joseph Schlitz Brewing Company will present the Best Overall Jazz Group at this summer's Newport Jazz Festival; jazz fans turned out in record numbers both for the jazz symposia and the Friday and Saturday night concerts; and the CJF judges elected not to present a Best Combo Award.

This decision of judges Dan Morgenstern, Gerald Wilson, Oliver Nelson, Robert Share, and Ray Brown—five outstanding jazz authorities—was not very popular with the audience. Many felt that the Indiana Septet deserved the award because they demonstrated an obvious superiority to the other two finalists, the Mark Gridley Quartet and the Dominic-James Quartet, in the Friday performance. However, the judges based their awards only on the Saturday night finals, without consideration of the semi-finals. Saturday night, the Septet played a quasi-rock program which the judges found musically interesting, but not jazz. On the other hand the remaining two finalists did not display the talent evident in the Indiana Septet. On this basis, the judges could not single out one of them for excellence in the jazz combo category. John Noel, CJF's chairman, supported the judges. "As far as I know, this is the first time at any festival that the judges have withheld a combo award. Groups have been presenting thinly disguised rock and calling it jazz. This decision may limit our scope, but does give the festival, and jazz itself, some definition."

In other categories, the winners were easily distinguished. The University of Illinois Jazz Band again won the Best Big Band award and was also named the Best Overall Jazz Group. Mike Brecher of Indiana University received the Best Instrumentalist award, Ladd McIntosh from Ohio State was the Best Composer-Arranger, and several other participants received instruments and trophies as instrumental soloists.

With the rise in attendance this year, CJF appears to be gaining in stature on campus. Off campus, it is highly regarded, and previewed and reviewed in publications from coast to coast: The Los Angeles Times, The New York Times, The Washington Post, and the Chicago Daily News.

Next year CJF will attempt to obtain regional sponsors so that more bands outside the Midwest can participate. Also, next year's chairman, Greg Muller hopes to bring a European group in for the festival. The newly formed European Jazz Federation, which regulates most jazz festivals and concerts on the continent, would play a major role in such an arrangement.



Opposite, above, Indiana University's Mike Brecher playing on the alto sax was named the outstanding instrumentalist. *Opposite, below*, the Drummerless Trio from Reed College in Portland, Oregon. *Above*, Illinois University's Dominic-James Quartet, the first CJF group to supplement their orchestrations with electronic effects.

THEATRE:

The first American drama in four years, the gaiety of Moliere, and the campus debut of Luigi Pirandello.

This year's edition of the Notre Dame—St. Mary's Theatre saw a decided maturation in the brief history of its two-year old merger. The addition of new courses and fuller classes gave a definite quality to the newest undergraduate major. One of the most significant innovations was the experimental theater program guided by assistant director Fred Syburg. Here actors were given the chance to develop their ability to improvise, mime, and perform in stylized theatre. This was the type of freedom and resource that was envisioned when St. Mary's and Notre Dame combined their drama departments.

The merger of the two theatres no longer limits Notre Dame to a season of three plays. But last year's five plays proved overly ambitious. Rehearsals for the upcoming play usually overlapped with the one currently playing; consequently, an entire cast of actors was unable to assist in the following show. But more important, this frequently forced productions onto the stage before they were adequately polished.

This year's theatre confined itself to a more modest number of four productions, which insured sufficient time for planning and rehearsal. But the most encouraging note was its choice of plays. In the past, the university players have followed the formula of one classic, usually Shakespeare, one modern play, and one musical. While the musical is apparently immovable from the schedule, last year partially broke the pattern with three plays from the modern theatre. However, this season a superb replacement for the classic was found in Moliere, and the monopoly the English stage had exerted for so long was curtailed. Furthermore, *A Streetcar Named Desire* was the first American drama staged in four years. It was difficult to quarrel with the selection, particularly with the campus debut of Luigi Pirandello, represented by *Enrico IV*. And though we have yet to see Brecht, Beckett, or Attic tragedy, the theatre appears to be widening its range.

Tennessee Williams' dramatization of the psychological turmoil of Blanche Dubois was directed by Rev. Arthur Harvey, C.S.C., head of the university theatre. Judy Muench's portrayal of Blanche, while more than adequate, was often too strained, particularly at the moments when she needed to exhibit the untroubled confidence that Blanche tries to pass off as her natural self. This hurts because while the audience gradually begins to realize that Blanche's world is as artificial as Stanley's paper lantern, they are never sure that Blanche herself is convinced by it. Obviously uncomfortable in the role,

Miss Muench nevertheless was extremely fine in the concluding scene. With the overreaction of a brute, Stanley has used a sledgehammer to tear apart Blanche's flimsy illusions, and reveal her true, vulnerable self. Miss Muench poignantly communicated Blanche's final acceptance of this fraud and inability to handle reality. This realization allowed her to walk off the stage with dignity, and with that portion of ourselves that Blanche represents.

Stanley, as played by Martin Doucette, was overbearing from the second he entered his apartment. Mr. Doucette seemingly equated the importance of his lines with the volume of his voice, and so limited Stanley to a loud, moving noise. Although he quite easily displayed Stanley's characteristic power, he failed to convey the primal sensuality that both attracts and repels Blanche. This lack of instinctive sexuality eliminated another important knot in the psychological threads that Williams' wove into the play. Perhaps the best performance was given by Karen O'Donnell as Stella, Stanley's wife. Miss O'Donnell moved with more assurance than any of the other actors, as she tried to both mollify Stanley and sympathize with Blanche. Although Miss O'Donnell's and Miss Muench's performances helped unify the overall production, the basic conflict between Stanley and Blanche was only partially realized. In spite of the final picture of Blanche, the rest of the play failed to support the promise of individual scenes.

The season's second production, Moliere's *The School for Wives*, was done with the wittiness that we've come to expect from its director, Dennis Hayes. The entire evening radiated a continual gaiety that no play in recent memory even rivaled. The most gratifying aspect of the play was the emergence of Lance Davis as an actor of first rate comic talent. Mr. Davis played the middle aged schemer, Arnolphe, who is thwarted in his efforts to avoid being cuckolded. As guardian to Agnes, his would-be wife, Arnolphe admirably succeeds in keeping her completely unaware of the world outside her garden. However, Agnes later proves that ignorance isn't always equated with innocence. Whether glum, furious, or plotting a new tack, Mr. Davis was equally hilarious. He drew on an entire range of facial expressions and movements, never playing one up above any other. Indeed, the whole cast was instantly characterized by individual gestures.

In *School for Wives*, Mr. Hayes took a lesser work of Moliere's and by de-emphasizing any moral or lesson, played it to its satiric hilt. The remarks of Chrisalde, the commentator, were toned down, and his simple statement gave us the unambiguous theme of the play: "The most important thing in life is to be happy—and not create problems for oneself." Mr. Hayes also minimized any anger or pity we might have had toward Arnolphe in the last scene. Foiled by his own ingenuity, Mr. Davis had no exit line, just his typical silent frustration, and a rapid



Above, Lance Davis as Arnolphe in Moliere's *The School for Wives*.



Above, Judy Muench and Chuck Perrin in *Enrico IV*. Above, right, Judy Muench in *A Streetcar Named Desire*. Below, right, Daniel Diggle as Horace in *The School for Wives*. Opposite, above, Lance Davis and Sandra Lopez. Opposite, below, Chuck Perrin and Richard-Raymond Alasko.

Though we have yet to see Brecht, Beckett, or Attie tragedy, the theatre has definitely widened its range of playwrights.

departure off stage. Mr. Hayes' directorial skill, particularly the way minor characters are sharply, quickly sketched, suggests that he would be the best candidate for the theatre's next production of Shakespeare.

A recent critic of European drama has said that Pirandello, and not Ibsen or Stindberg, merits the title of father of the modern stage. Although writing in the 1920's, his endless concern with the theme of artifice and reality continues to fascinate us, and leave the audience with a feeling that it has seen avant-garde drama. Relatively unknown except for his *Six Characters in Search of an Author*, Pirandello was brought to the university theatre in the form of *Enrico IV*, under the direction of Fred Syburg.

From the start, the play presents difficulties; Pirandello wrote for a theatre of ideas. His plays compel an audience to engage his ideas as they resonate between madness and sanity, stage acting and daily impersonation. As a result, some of the best stagings of Pirandello have been ones in which the actors have stood partially back and let the ideas remain in the forefront. But *Enrico IV* complicated matters. For Enrico possesses considerably more depth than the mere articulator of an idea.

Mr. Syburg's solution for a play that demands this peculiar kind of acting was admirable. Most of the actors, especially Chuck Perrin as the title character, gave their roles the necessary life and restraint that Pirandello demands. However for most of the first act the actors seemed weighed down with their characters, and guided the merging theme ponderously.

But with Mr. Perrin's initial appearance, the drama started moving faster and increasing in complexity. Is Enrico really mad, and how will his friends' efforts to remove his delusion affect him? Enrico is a man who is aware of the masks that





Fr. Harvey, and Messrs. Syburg, Hayes, and Bain remain the major factors in insuring the theatre's continued success.

people assume, and so he controls *them* by having visitors act out his pageant. Their language has labeled him a madman, but he uses this assigned role to work back on his accusers. However, unable to stay on both sides of the illusion, Enrico is forced back into his insane pose in the final scene.

The most striking quality of Mr. Perrin's portrayal was his undeniable stage presence. As a focus for the attention of the audience, Mr. Perrin had great poise and attraction. Unfortunately his voice did not quite have the variety of inflection that the multiplicities of the character asks for. Since much of the play consists of Enrico's musings on his unsolvable problem, parts were hard to follow and tended to sound the same. Aside from this, it was a remarkable stage debut. Judy Muench and Richard-Raymond Alasko each gave an unhurried performance as the countess and Baron.

The future of the theatre is difficult to foresee. With its new status as a legitimate major, the problem of new personnel has been lessened and more qualified people are available. At this time the presence of three fine actors in the persons of Lance Davis, R. Emmet Allen and Willem O'Reilly insure some success for next year's season. But Fr. Harvey, and Messrs. Syburg, Hayes, and Bain will remain the major factors in the shifting relation between play, actor, and stage.



Opposite, Chuch Perrin made his Notre Dame-St. Mary's Theatre debut in the title role of Pirandello's *Enrico IV*. Left, Judy Muench as Blanch DuBois and Karen O'Donnell as Stella Kowalski in Tennessee Williams' *A Streetcar Named Desire*. Above, Richard-Raymond Alasko, Chuch Perrin, Judy Muench, and Timothy Donovan in *Enrico IV*.





Camilo Vereara

GRADUATES:

Dome poll of seniors shows nine out of ten can't answer the question "How does Harry Rothman do it?"

A recent poll by the Dome has revealed some mighty interesting things about this year's senior class. First of all, the class hates polls! Yes, out of 1136 seniors polled, only two, the editor of the Dome and the managing editor, answered. Such apathy! The first question we asked was, "Are you in favor of the proposal to widen the halls in Badin?" An amazing 88.2 percent replied that they were unaware of such a proposal. Such ignorance! A few commented that they thought the Student Senate was a sandbox, but these comments were cast out as irrelevant. Other results were just as amazing: 64 (count 'em, 64) percent of this year's seniors had not attended a single class during the month of February. Of these, 88 percent replied they were getting As in all their courses. A bare 34 percent of the seniors shaves before showering; 20.2 showers before shaving; and a towering 96 percent neither shaves nor showers during the school year. Such grubbiness!

Does anyone care about the Handball Team? This question, and many others similar to it, comprised the second part of the poll. Unfortunately, 55 percent felt no pathos for the team, which has gone 2-47 for the season and has its entire front four graduating. Shame, seniors. Amazingly, only 18 percent wanted "at least one" brick from the old Fieldhouse.

In the political bag, the soon-to-be-graduates turned the poll into a veritable Mock Convention when they, as in one voice (50.5 percent) demanded the ouster of Indira Ghandi. And a significant 21 percent thought the question, "Why isn't the water tower painted on St. Patrick's day anymore?" should be included among Fr. Hesburgh's "relevant questions." Nearly nine out of ten could find no acceptable answer to the query, "How does Harry Rothman do it?"; while a disappointing 12 percent said they had been to a Bar Mitzvah within the last three years.

Sex, of course, was the final part of the poll. Like all questionnaires, the Dome staff indulged itself with the usual questions (Above the ankle, below the ankle, etc.) but the senior class remained uncooperative, expressing little more than an interest in the aims of the Marriage Institute—and that, a mere 12 percent.

The Dome presents
a few pleasant little
remembrances for
seniors without
exams to waste time
until graduation.

SENIOR AWARENESS TEST

1. Tell the truth: do you really know who the Student Body Vice President is?
2. Do you know who Chuck Nau is?
3. If so, why? If not, congratulations.
4. Is Father McCarragher or Chris Murphy Student Body President? Do you think he really deserves it?
5. Did you know that you can say the Rosary on the lampposts of Notre Dame Avenue? Do you know what day to use the Glorious Mysteries?
6. How many bricks are on the front wall of 127 Nieuwland?
7. I am screaming the Victory March at Alumni Hall. Am I facing (a) east (b) west (c) north (d) the ground?
8. Be honest: how many umbrellas have you stolen?
9. Do you know the only way to get no busy signal on the Hot Line?
10. Why is it impossible for me to get from my biology class to the ROTC building in time for class?
11. Do you really know the Indiana state law on drinking?
12. If the Ghost of Washington Hall accosted you on the main quad, would you recognize him?
13. Did you know that you are not allowed to close the door when the maid is in your room? Have you ever tried it?
14. Who is the only person on campus who is both a C.S.C. and a former Strongest Man in the World?
15. There is an obscenity on this page. Can you find it?

SENIOR FILL-INS

Name
 Height Weight
 Guys I pal around with
 Favorite prof
 Most hated prof
 Favorite drinking place
 Room freshman year
 What happened to room freshman year
 Roommate
 What happened to roommate
 My buddy
 Favorite jock
 Favorite aristocrat
 Favorite rector
 Priests I pal around with
 Townies I pal around with
 That "certain someone"
 Most hated St. Mary's girl
 Guys I know with cars
 Guys I know who will sell me pot
 Ways to get on campus with liquor
 Ways to get into Morrissey
 Ways to get out of Morrissey
 What to do while in Morrissey
 Favorite Observer columnist
 Favorite local yearbook
 Local narks I have been turned in by
 Hall prude
 Favorite gate to sneak in cars
 Favorite face on Huddle mural
 Hall senator (leave blank if necessary)
 Hall president (leave blank if necessary)
 Student body president (leave blank)
 Favorite floor in library
 Favorite room in the Rock
 Rooms where I have carved my initials
 Profs who have kicked me out of class for:
 smoking grass
 drinking a Huddle Coke
 drinking Chivas Regal
 mouthing off

THE PROM

The prom was on My date was She wore I picked up and we there. It was held in Center and the place was We a little before and got there completelyed. We didn't stay but early, because my date's The only thing was, Later, we went That night, On Saturday morning we to the dunes and got again. The concert was We hear a because we were still Finally, Not only that, but her again. On Sunday,, we said good bye in front of I tried to get her into my room, but caught us. And that was the prom.

SENIOR AWARDS

Due to the active hate generated by any attempt to make such awards, the Dome presents the First

Annual Dome Write-In Awards.

Mr. Popularity. Awarded to the senior displaying the most ridiculous combination of political double-dealing, sly tricks with women, and knowledge of first names on campus. Member of that outstanding do-nothing campus poobah organization which shall remain nameless.

Mr. Athlete. Awarded to that senior displaying the most amazing strength of any student, usually on the main quad. Not an animal, he constantly strives to maintain his 3.8 even in the face of \$100,000 bonuses from the pros. A fearsome drinker. Note: a clever Mr. Athlete may also qualify for the above-mentioned Mr. Popularity award.

Mr. Administrator. Awarded by the senior class to that member of the administration who finds greatest fulfillment in tucking students in every night.

Mr. Editor. Awarded in honor of that publication editor who displays most blatantly those qualities of bad taste, lousy typography, and ridiculous logic in the tradition of the first award winner, Bob Anson.

Mr. President. Awarded to the president who does the most to foster his own ideals and to then foist them on his organization. Eligible: all campus presidents. Absentee ballots accepted.

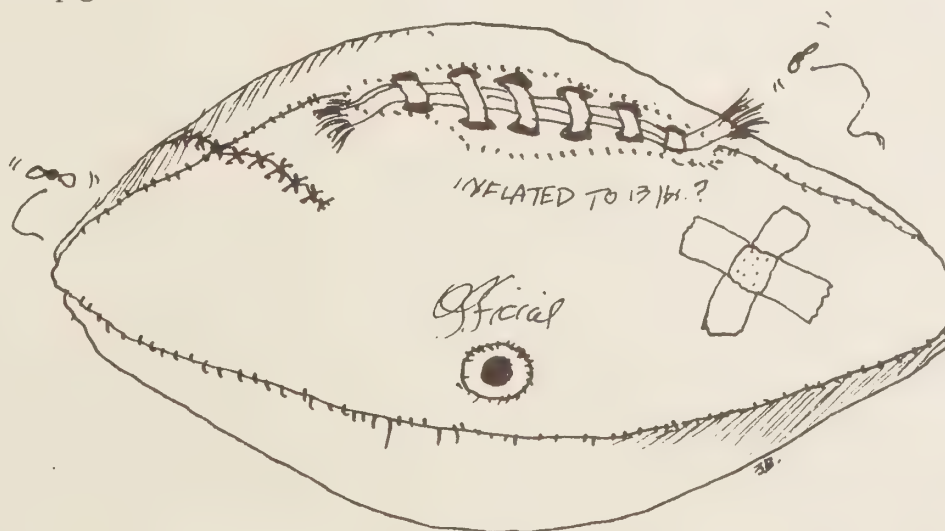
ARE YOU A RADICAL?

Mark AGREE, DISAGREE, or APATHETIC after each statement. Award 1 point for each AGREE, 0 for each DISAGREE, and -25 for each APATHETIC.

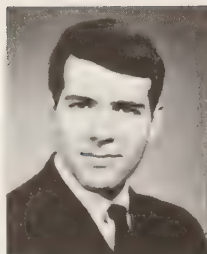
1. My name is Jon Sherry/Dan Lewis/Tom Henehan/Ned Buchbinder/Lenny Joyce. (Award 25 bonus points for circling the right one.)
 2. I am a self-proclaimed neo-student-leftist-Marxist-Trotskyite.
 3. If there's one thing I can't stand, it's year-books!
 4. Anyone who can't take a joke is a Facist.
 5. My favorite complementary close on a letter is "Yours for the revolution."
 6. I read illiterate anti-war poetry every night before bedtime.
 7. I am aware of the aims of the River City Review, but it doesn't keep me up nights.
 8. I played high school football.
 9. Not only that, but I was a starter, and the coach loved me. How ironic!
 10. I have carried a pornographic placard in every ROTC Presidential Review protest since 1964.
 11. I am a D-U-P-E, and I know it.
 12. My first radicalizing experience was working for the Y.C.S.
 13. I am confident the McCarthyist-reactionary-liberal-jocks will string me up in a few years.
 14. I am not paranoid, but my mental anguishes have strangely paralleled those of Dennis Gallagher.
 15. Just remember, they laughed at Ayn Rand.
 16. Here's the surprise, gang! Any score over -10 means YOU'RE A RADICAL!!
-

AUTOGRAPH FOOTBALL

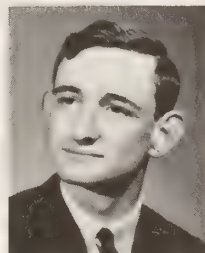
Seniors! Have your friends, class/hall/floor/room jocks, friendly faculty, and local section leader sign this genuine imitation crudely-drawn mock Wilson pigskin!



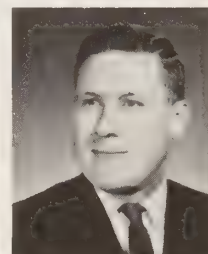
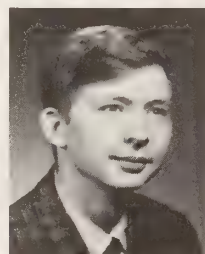
ERNEST N. ABATE. New Haven, Connecticut;
LL.B. Law.
MIGUEL A. ABEYTA. Santa Fe, New Mexico;
B.B.A. Accounting.
GARY J. ADLER. Pt. Pleasant, West Virginia;
B.S. Physics.
TERENCE J. ADRIAN. River Edge, New Jersey;
A.B. General Program.



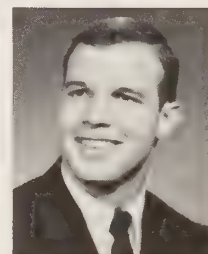
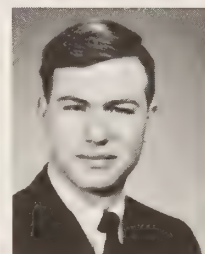
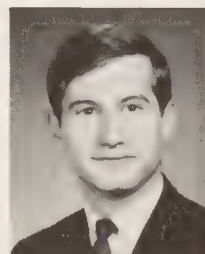
KERRY W. AHERN. Akron, Ohio; B.B.A.
Accounting.
STEPHEN J. AHLGREN. Neenah, Wisconsin;
A.B. Government.
PHILIP M. ALLEN. Battle Creek, Michigan;
B.B.A. Management.
FRANK D. ALLMAN. New Britain, Connecticut;
A.B. Psychology



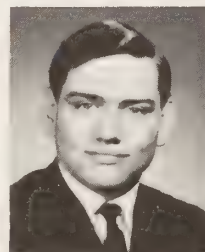
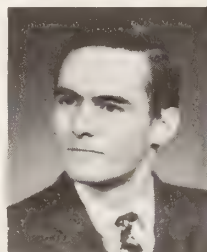
CESAR G. ALVAREZ. Quito, Ecuador; B.B.A.
Management.
JOSEPH N. AMBROSIC. Cleveland, Ohio; A.B.
English.
JOHN C. AMER. Rocky River, Ohio; B.B.A.
Accounting.
JOHN E. AMERMAN. Belleville, Michigan;
LL.B. Law.



CARL E. ANDERSON. Atmore, Alabama; B.B.A.
Finance.
DENIS R. ANDERSON. South Bend, Indiana;
B.S. Biology.
GEORGE F. ANDERSON. Bloomington, Minnesota;
A.B. Modern Language.
STEPHEN L. ANDERSON. Scarsdale, New York;
B.S. Preprofessional.



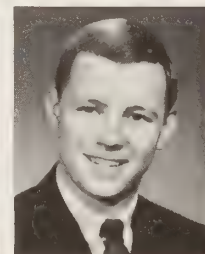
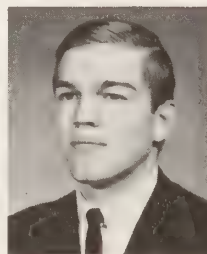
TIMOTHY V. ANDREWS. Taunton, Massachu-
setts; A.B. General Program.
WILLIAM F. ANGELL. Muscatine, Iowa; B.B.A.
Accounting.
DAVID L. ANNIS. Waterloo, New York; A.B.
Communication Arts.
JOHN L. AUBREY. Cincinnati, Ohio; B.B.A.
Accounting.

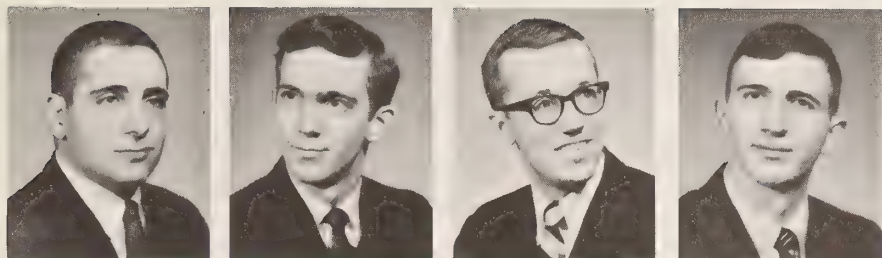


ENVER AZIZI. Rio Piedras, Puerto Rico;
B.Arch. Architecture.
GONZALO C. BADARACCO. Curacao, Netherlands
Antilles; B.Arch. Architecture.
JOHN W. BAKER. Knoxville, Tennessee; B.B.A.
Finance.
PRESTON D. BAKER. Westminster, Massachu-
setts; B.S. Civil Engineering.

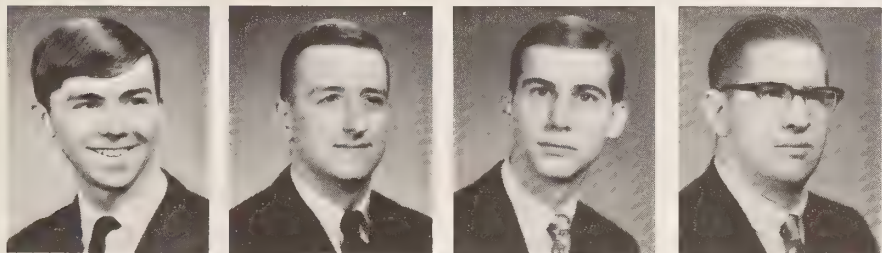


WILLIAM L. BALSIS. Cicero, Illinois; B.B.A.
Marketing.
ROBERT T. BARLETTA. Punxsutawney, Penn-
sylvania; B.B.A. Accounting.
ALLEN D. BARNARD. Williston, North Dakota;
LL.B. Law.
BOYD T. BARNES. Logansport, Indiana; A.B.
Economics.

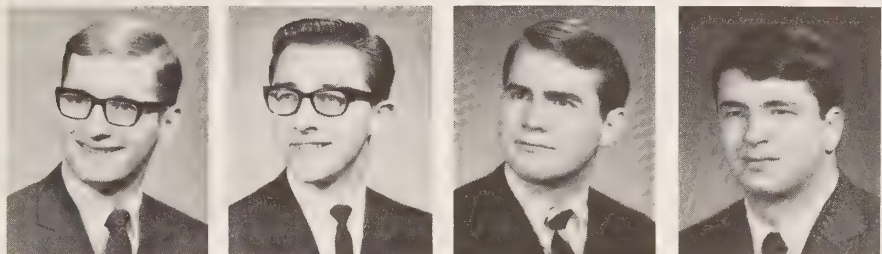




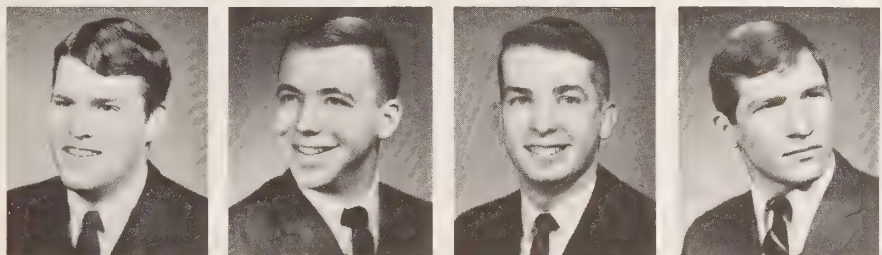
MICHAEL E. BARODDY. Alexandria, Virginia;
A.B. Government.
JAMES P. BARR. Wood River, Illinois; A.B.
Aero-Space Engineering.
MARTIN P. BARRY, JR. Spring Lake, New Jer-
sey; A.B. English.
PATRICK D. BARTH. South Bend, Indiana; A.B.
Communication Arts.



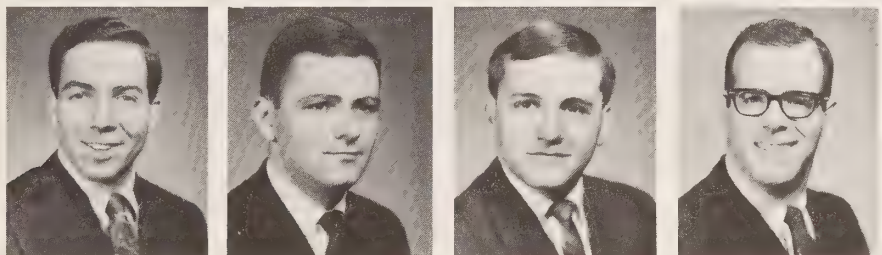
BRUCE H. BARTLEY. Midland, Texas; A.B.
Government.
MICHAEL J. BASQUILL. Rockledge, Florida;
A.B. History.
STEPHEN G. BAYER. Manhasset, New York;
B.B.A. Management.
MICHAEL A. BECK. Bastrop, Texas; A.B.
Sociology.



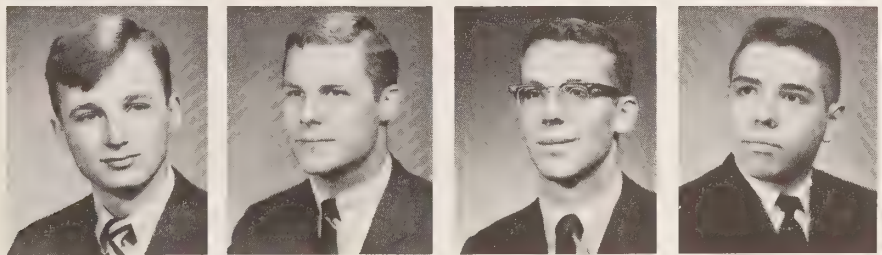
GERALD J. BEDNAR. Parma, Ohio; A.B. Gov-
ernment.
WILLIAM J. BEDNAREK. Dolton, Illinois; B.B.A.
Accounting.
JOHN C. BEERS. Baltimore, Maryland; B.B.A.
Accounting.
JOHN E. BELANGER. Belmont, Massachusetts;
B.B.A. Management.



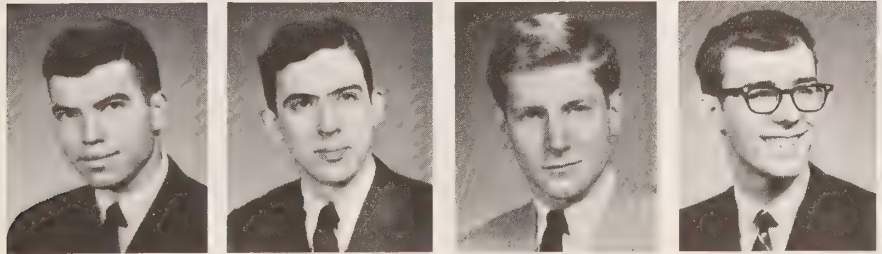
DAVID C. BELDEN. Canton, Ohio; B.B.A.
Accounting
CHARLES V. BELDING. Allegany, New York;
B.B.A. Marketing.
DANIEL F. BELL. Rochester, New York; B.S.
Physics.
J. RUSSELL BELLAMY. Dallas, Texas; B.B.A.
Finance.



EMILIO V. BELLUOMINI, JR. Galveston, Texas;
LL.B. Law.
STEPHEN O. BENDER. Alexandria, Indiana;
B.Arch. Architecture.
FRANK C. BENESH. Perth Amboy, New Jersey;
B.S. Electrical Engineering.
GEORGE H. BENNETT. Lockbourne AFB, Ohio;
A.B. General Program.

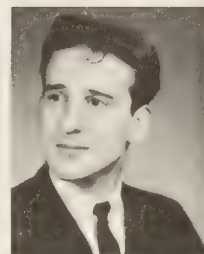


MICHAEL B. BERKOWICK. Lawton, Oklahoma;
A.B. English.
MICHAEL E. BERNARD. Kenton, Ohio; A.B.
Government.
THOMAS J. BERNARD, C.S.C. Notre Dame,
Indiana; A.B. Mathematics.
BARNETT L. BERNOFF. New York, New York;
A.B. English.

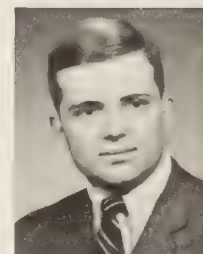
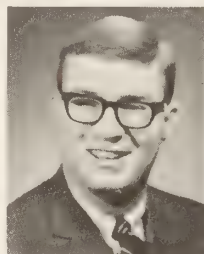


CHRISTOPHER S. BERRY. San Diego, California;
B.B.A. Management.
ALBERT J. BERRYMAN. Seattle, Washington;
A.B. Government.
DAVID G. BEST. Peoria Heights, Illinois; B.S.
Preprofessional.
THOMAS J. BETTLER. Charlestown, Indiana;
A.B. Sociology.

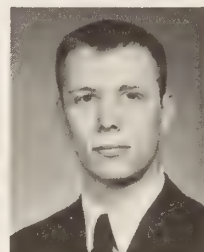
WILLIAM J. BEYER. Shawnee Mission, Kansas;
B.B.A. Accounting.
LOUIS A. BIANCHI. Chicago, Illinois; LL.B.
Law.
RONALD A. BIEHLER. Lorain, Ohio; B.S.
Biology.
MICHAEL R. BIEL. Sparta, Wisconsin; A.B.
Government.



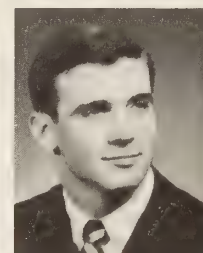
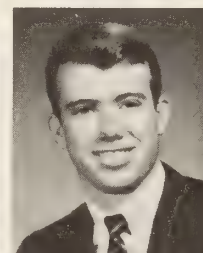
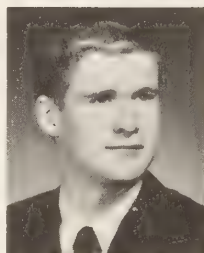
JAMES M. BIGGS. Apony, New York, A.B.
Government.
GUY T. BIGLEN. Big Timber, Montana; A.B.
English.
PETER B. BILLINGS. Ripon, Wisconsin; B.S.
Biology.
H. CLAY BILLINGSLEY. St. Louis, Missouri;
A.B. Government.



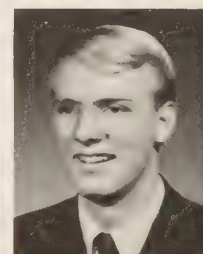
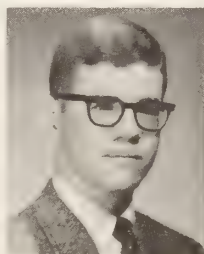
JAMES H. BILLITER. Columbus, Ohio; B.S.
Electrical Engineering.
WILLIAM J. BINGLE. Toledo, Ohio; A.B.
History.
ROBERT E. BIRZER. Canton, Ohio; B.B.A.
Accounting.
RONALD H. BIXBY. Appleton, Wisconsin; A.B.
Sociology.



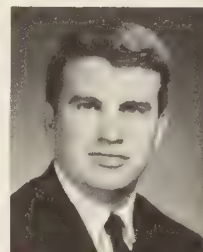
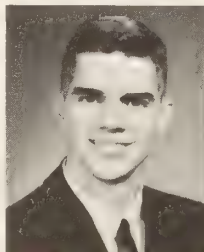
JAMES E. BLACKWELL. Grand Rapids, Mich-
igan; A.B. Preprofessional.
JOSEPH G. BLAKE. Shaker Heights, Ohio; A.B.
History.
RALPH J. BLAKE. Phoenix, Arizona; B.B.A.
Marketing.
LOUIS C. BLAUM. Wilkes-Barre, Pennsylvania;
B.S. Preprofessional.



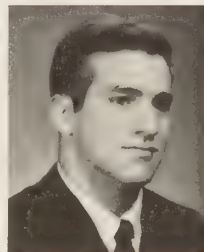
MICHAEL J. BLEEG. Newton Square, Penn-
sylvania; B.B.A. Accounting.
ROBERT P. BLEIER. Appleton, Wisconsin;
B.B.A. Management.
FRANCIS P. BLONSKA. Cleveland Heights, Ohio;
A.B. Communication Arts.
RICHARD J. BLUM. Cincinnati, Ohio; A.B.
Mechanical Engineering.

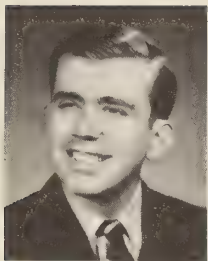


THOMAS J. BLUM. Pittsburgh, Pennsylvania;
A.B. Government.
RICHARD M. BLUMBERG. St. Paul, Minnesota;
A.B. Law Combination.
IVAN E. BODENSTEINER. West Union, Iowa;
LL.B. Law.
DAVID L. BOEHNEN. Mitchell, South Dakota;
A.B. Government.



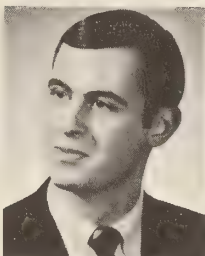
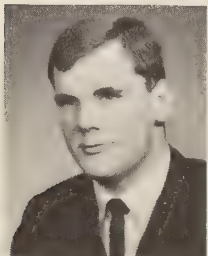
JEFFREY A. BOESTER. Fort Wayne, Indiana;
B.S. Preprofessional.
VINCENT L. BOLDUC. Wilbraham, Massachu-
setts; A.B. Sociology.
JOHN C. BOLIVAR. Indianapolis, Indiana; B.S.
Mechanical Engineering.
WILLIAM A. BOMBERGER. Lincoln, Nebraska;
B.S. Physics.





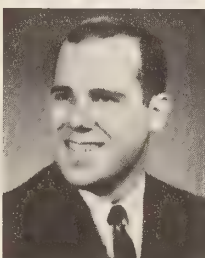
LANDERS P. BONENBERGER. Wheeling, West Virginia; LL.B. Law.

PAUL S. BONFANTI. Rockville Centre, New York; B.S. Aero-Space Engineering.



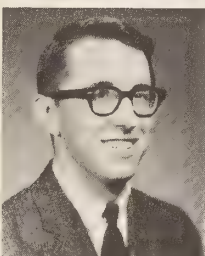
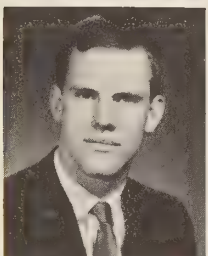
TIMOTHY R. BORN. Clovis, California; B.B.A. Accounting.

MICHAEL P. BOTTI. Middletown, New York; B.B.A. Accounting.



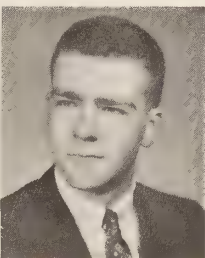
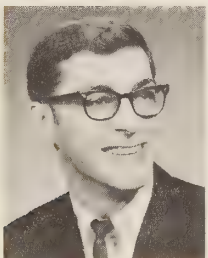
JOSEPH C. BOTTINO. Bronxville, New York; B.S. Electrical Engineering.

A. JOHN BOUCEK. Pittsburgh, Pennsylvania; B.S. Metallurgy Engineering.



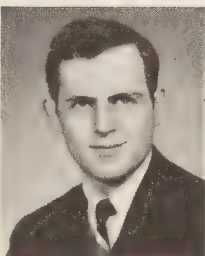
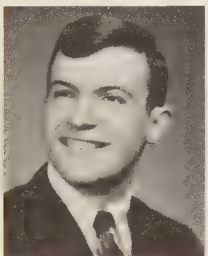
THOMAS K. BOURKE. Elmhurst, Illinois; A.B. General Program.

JOHN T. BOYLE. Suffern, New York; B.S. Biology.



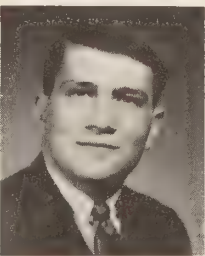
DOMINIC T. BOZZELLI. Rochester, New York; B.S. Aero-Space Engineering.

JOHN E. BRADLEY, JR. Wilmington, Delaware; B.B.A. Marketing.



ROBERT H. BRADLEY. Little Rock, Arkansas; A.B. English.

JOHN P. BRADY. Caledonia, Minnesota; A.B. Economics.

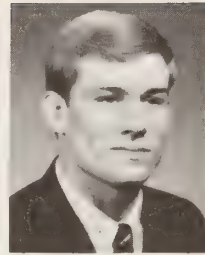


THOMAS P. BRADY, JR. Cohasset, Massachusetts; B.B.A. Accounting.

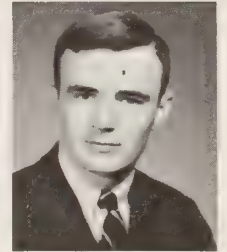
STEPHEN C. BRANDT. Severna Park, Maryland; B.B.A. Management.



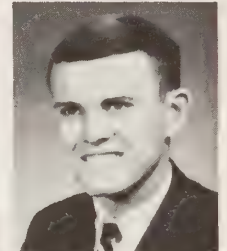
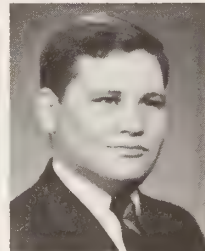
THEODORE J. BRATTHAUAR. West Chicago, Illinois; B.B.A. Management.
 JAMES A. BREHM. Fremont, Ohio; A.B. Economics.
 HAROLD L. BREILING. Mount Clemens, Michigan; A.B. Government.
 JOHN S. BRENNAN. San Francisco, California; B.S. Civil Engineering.



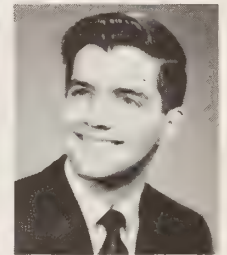
JOSEPH F. BRENNAN. Oyster Bay, New York; A.B. History.
 MICHAEL W. BRENNAN. Sycamore, Illinois; B.B.A. Management.
 TIMOTHY F. BRENNAN. Cleveland, Ohio; B.S. Preprofessional.
 WILLIAM J. BRENNAN. Brooklyn, New York; A.B. Government.



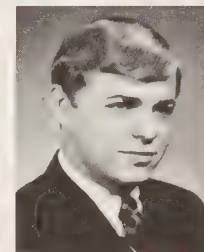
MICHAEL D. BRESNAHAN. Chicago, Illinois; A.B. Modern Languages.
 RICHARD A. BRETTELL. Belle Vernon, Pennsylvania; A.B. Government.
 THOMAS D. BRISLIN. Dallas, Pennsylvania; Government.
 DONALD A. BROCKLEY. Albany, New York; A.B. Economics.

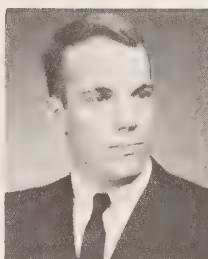
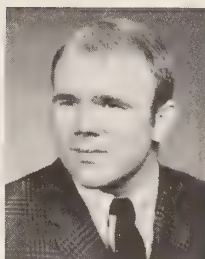


LAURANCE G. BRODERICK. Pittsburgh, Pennsylvania; B.B.A. Finance.
 JOHN A. BROWN. Pittsburgh, Pennsylvania; A.B. Psychology.
 MARK A. BROWN. St. Louis, Missouri; A.B. History.
 DAVID J. BROWNE. Rego Park, New York; A.B. Economics.

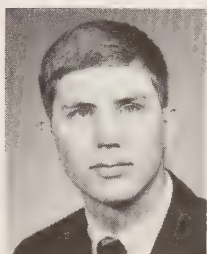
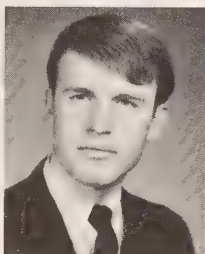
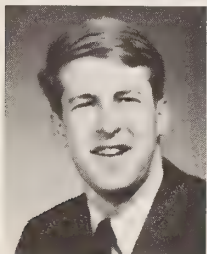


MICHAEL G. BROWNING. Grosse Point, Michigan; B.B.A. Finance.
 DAVID V. BRUEGGEN. Leavenworth, Kansas; B.B.A. Accounting.
 TERRANCE J. BRUGGEMAN. Ramsey, New Jersey; A.B. Government.
 GEORGE D. BUENNAGEL. Indianapolis, Indiana; B.B.A. Accounting.

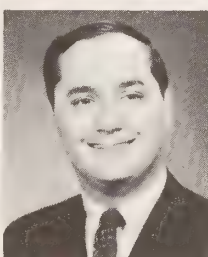
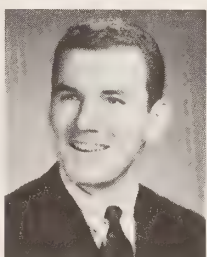
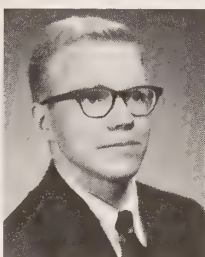
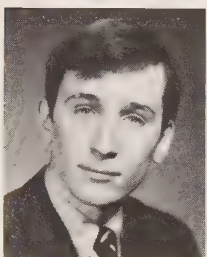




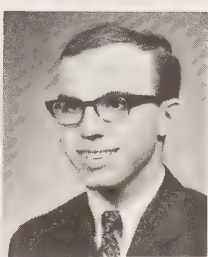
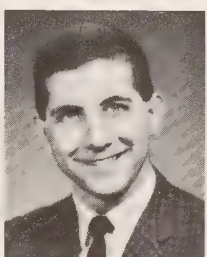
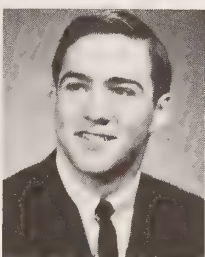
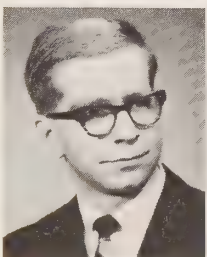
GLENN A. BURCHETT. Anaheim, California;
A.B. Government.
MICHAEL A. BURGNER. Manion, Illinois; A.B.
Economics.
JOHN E. BURKHARDT. Plainfield, Illinois; B.S.
Aero-Space Engineering.
JOHN M. BURMAN. West Palm Beach, Florida;
A.B. Government.



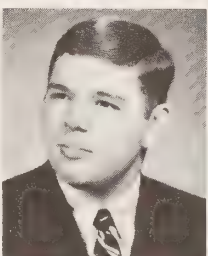
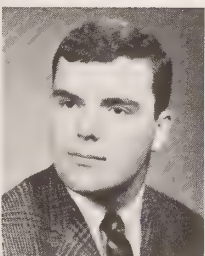
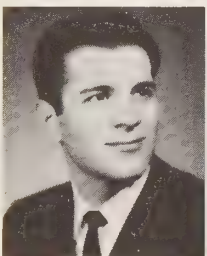
WILLIAM G. BURNS. Villanova, Pennsylvania;
A.B. General Program.
ROBERT A. BURROWS. Wilton, Connecticut; A.B.
General Program.
THOMAS L. BUSH, JR. Nashville, Tennessee;
B.B.A. Finance.
JOSEPH BUTTIGIEG, III. Dearborn, Michigan;
B.B.A. Finance.



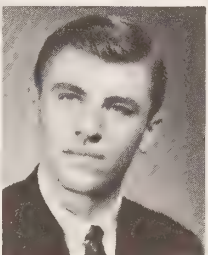
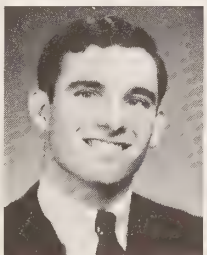
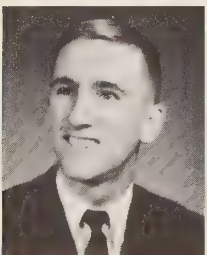
MICHAEL E. BYLEBYL. North Tonawanda,
New York; A.B. English.
JAMES E. BYRNE. Roseville, Michigan; A.B.
History.
JOHN T. BYRNES, JR. Delavan, Wisconsin;
A.B. Preprofessional.
JOHN S. CACE, III. Longview, Texas; B.B.A.
Management.



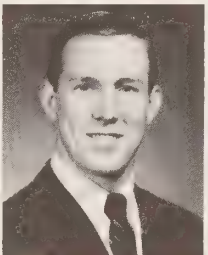
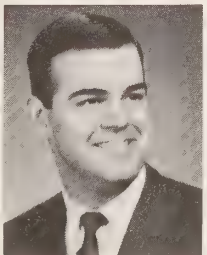
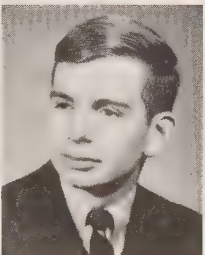
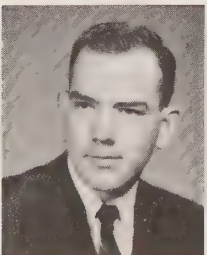
PATRICK F. CAHILL. Grand Rapids, Michigan;
A.B. Communication Arts.
ALFRED W. CALABRESE. Chicago, Illinois;
B.B.A. Accounting.
DAVID C. CALABRIA. Reading, Pennsylvania;
A.B. Economics.
JOHN A. CALABRIA. Reading, Pennsylvania;
B.S. Preprofessional.



RICHARD S. CALONE. Pittsburgh, California;
B.B.A. Accounting.
RICHARD B. CAMBRON. Evansville, Indiana;
A.B. Sociology.
DAVID J. CAMERON. Hatboro, Pennsylvania;
A.B. English.
DENNIS L. CAMP. Pittsburgh, Pennsylvania;
A.B. Economics.

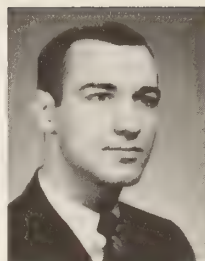
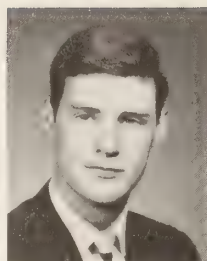


R. MICHAEL CAMP. Alexandria, Virginia; B.S.
Physics.
JAMES C. CANESTARO. Cortland, New York;
B.Arch. Architecture.
JAMES T. CANNON. Geneva, Illinois; B.B.A.
Finance.
GERALD G. CANO. McKeesport, Pennsylvania;
B.S. Electrical Engineering.

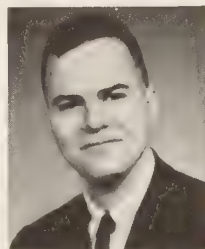
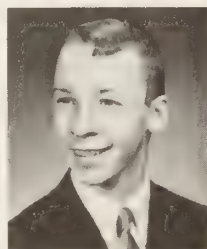


JOHN L. CAREY. Kokomo, Indiana; B.B.A.
Management.
JAMES A. CARFAGNO. Atkins, Arkansas; B.S.
Chemical Engineering.
PATRICK F. CARR, JR. Collingswood, New Jer-
sey; B.B.A. Accounting.
RICHARD M. CARRIGAN, JR. Evanston, Illinois;
B.B.A. Marketing.

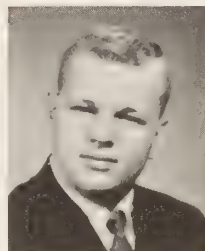
TERRENCE J. CARRIGAN. Cincinnati, Ohio; B.S. Preprofessional.
 GERARD P. CARROLL. Bayside, New York; A.B. English.
 MICHAEL J. CARROLL. River Edge, New Jersey; A.B. English.
 RICHARD J. CARTER, JR. Brooklyn, New York; A.B. English.



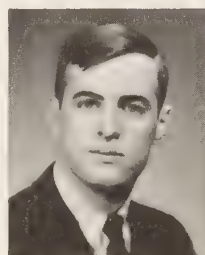
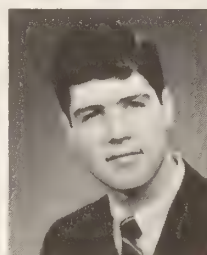
DANIEL W. CASEY, JR. Solvay, New York; B.S. Preprofessional.
 ROBERT R. CASEY. New Orleans, Louisiana; B.B.A. Accounting.
 C. PATRICK CASTELLAN. Media, Pennsylvania; B.S. Chemical Engineering.
 BERNARD J. CASTELLANI. Hollywood, Florida; B.B.A. Marketing.



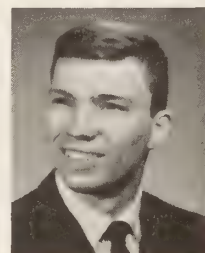
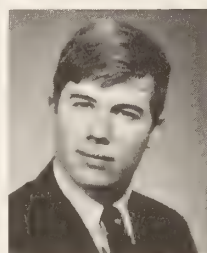
MARTIN G. CASTO. Villa Park, Illinois; B.S. Chemical Engineering.
 KENNETH J. CASTROP. Columbus, Ohio; B.S. Aero-Space Engineering.
 EUGENE L. CAVANAUGH. Johnstown, Pennsylvania; B.B.A. Accounting.
 ROBERT J. CAVERLY, JR. New York, New York; A.B. Government.



JOHN T. CELIO. Rutherford, New Jersey; B.B.A. Finance.
 DAVID R. CELMER. Rochester, New York; A.B. History.
 RODRIGO E. CEPEDA. Lima, Peru; B.S. Mechanical Engineering.
 JAMES J. CEVASCO. Nyack, New York; B.B.A. Finance.



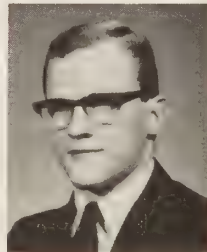
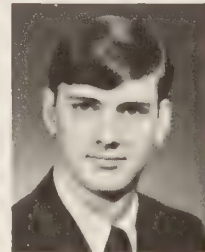
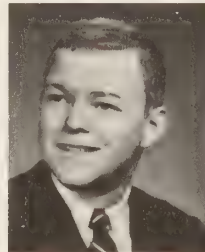
JAMES H. CHAPMAN. Martins Ferry, Ohio; A.B. General Program.
 PAUL L. CHELMINIAK. Seattle, Washington; B.Arch. Architecture.
 THOMAS V. CHEMA. East Liverpool, Ohio; A.B. History.
 JEROME A. CHERUBINI. Glendale, Wisconsin; A.B. Economics.

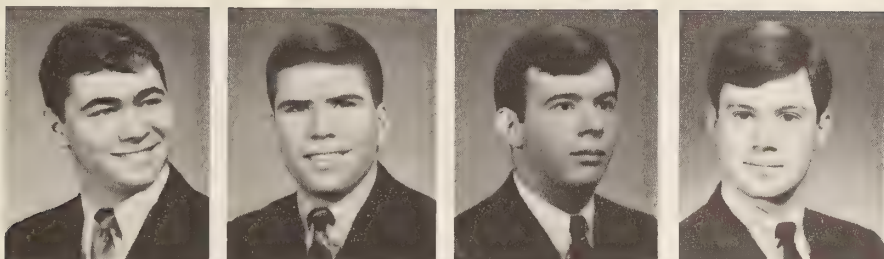


JOHN J. CHESNEY. Duluth, Minnesota; B.S. Mechanical Engineering.
 ROBERT L. CHILES. Memphis, Tennessee; A.B. Communication Arts.
 FRANK J. CHUCK, JR. Canajoharie, New York; B.S. Chemical Engineering.
 LEWIS R. CIMINO. Omaha Nebraska; B.S. Preprofessional.

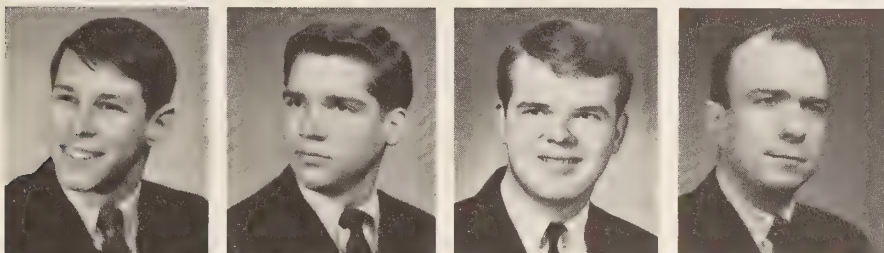


CHARLES A. CLAESGENS. Oradell, New Jersey; A.B. Economics.
 HAROLD J. CLARK. Seaford, New York; A.B. Modern Languages.
 JOHN A. CLARK. Akron, Ohio; B.S. Mechanical Engineering.
 ALEXANDER G. CLARKE. Chagrin Falls, Ohio; B.S. Metallurgy.

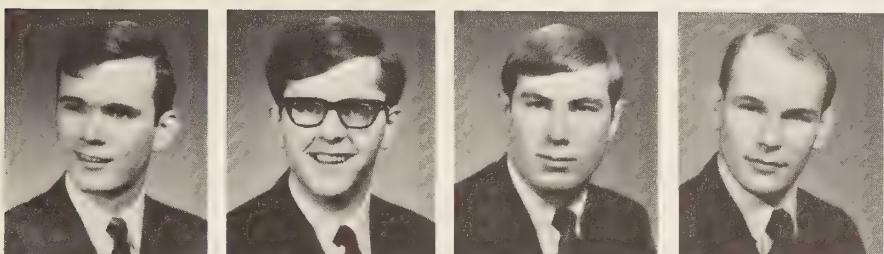




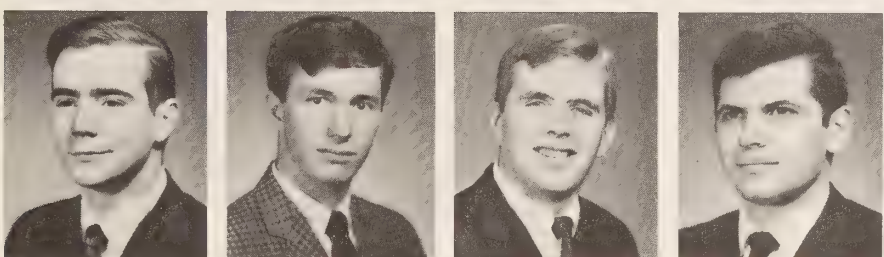
RICHARD A. CLARKE. Wilmington, Delaware;
A.B. English.
WILLIAM J. CLEARY. Birmingham, Michigan;
B.B.A. Accounting.
WILLIAM V. CLIFFORD. Gary, Indiana; A.B.
English.
MICHAEL P. COCCOLI. Cranston, Rhode Island;
B.S. Electrical Engineering.



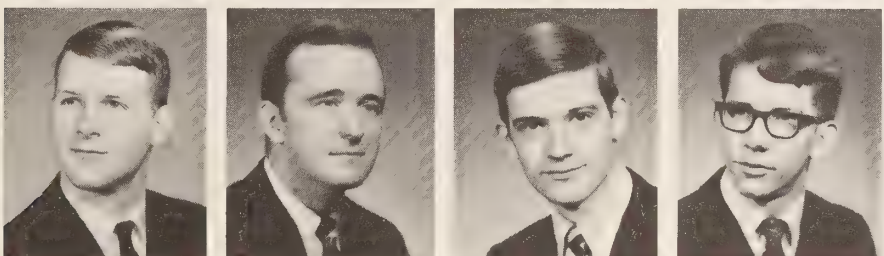
MICHAEL G. COHEN. Bala Cynwyd, Pennsylvania;
B.B.A. Finance.
MICHAEL E. COLEMAN. Grosse Point, Michigan;
B.B.A. Management.
RICHARD J. COLEMAN. Syracuse, New York;
B.B.A. Accounting.
WILLIAM T. COLEMAN. Riverside, Illinois;
LL.B. Law.



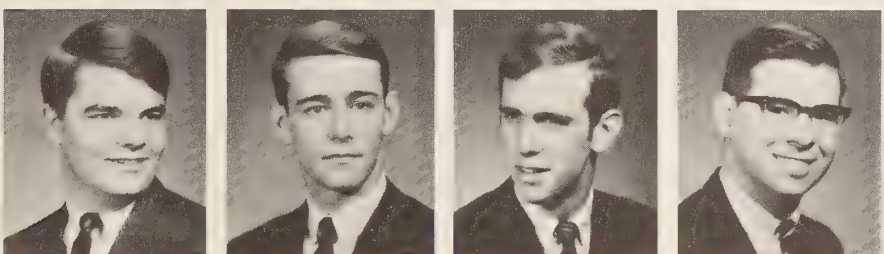
DANIEL J. COLLINS. Philadelphia, Pennsylvania;
B.B.A. Marketing.
DENNIS G. COLLINS. Rochester, New York;
LL.B. Law.
KENNETH J. COLLINS. Fargo, North Dakota;
B.S. Civil Engineering.
JAMES E. COMEAU. Merrill, Wisconsin; B.S.
Electrical Engineering.



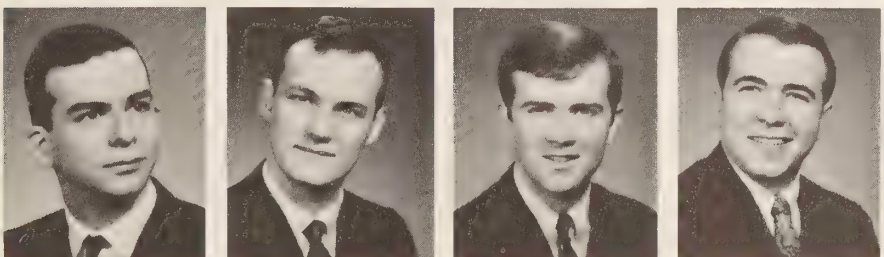
PATRICK R. COMEFORD. Oak Park, Illinois; A.B.
Sociology.
RICHARD C. COMMANDER. Needham Heights,
Massachusetts; A.B. Psychology.
THOMAS J. CONDON. New London, Connecticut;
A.B. English.
GERALD A. CONIGLIO. Mt. Morris, New York;
B.S. Preprofessional.



PETER J. CONLEY. Portland, Maine; B.B.A.
Management.
ROBERT P. CONNELL. Essex Falls, New Jersey;
A.B. History.
TIMOTHY A. CONNELLY. Los Altos, California;
B.B.A. Accounting.
JOHN L. CONNER. Kewanee, Illinois; A.B.
English.



RONALD R. CONNER. Pittsburgh, Pennsylvania;
B.S. Chemical Engineering.
THOMAS J. CONNOR. Peoria, Illinois; A.B.
English.
GERALD B. CONNORS. Garden City, New York;
A.B. Communication Arts.
GERALD T. CONWAY. West Islip, New York;
A.B. Government.

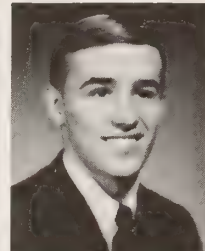


THOMAS W. COOK. New Canaan, Connecticut;
B.B.A. Accounting.
W. SCOTT COOLEY. Colton, California; A.B.
Government.
JAMES E. COOLING. Hazelwood, Missouri;
LL.B. Law.
MICHAEL E. COONEY. Detroit, Michigan; B.B.A.
Management.

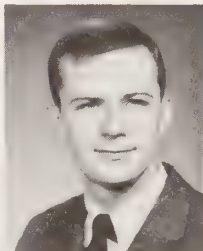
TIMOTHY J. COONEY. Beaumont, Texas; B.B.A. Accounting.
 GARY F. COOPER. Royal Oak, Michigan; B.S. Chemistry.
 THOMAS R. CORBETT. St. Louis, Missouri; A.B. Modern Languages.
 LARRY M. CORCORAN. Williamsville, New York; B.S. Mechanical Engineering.



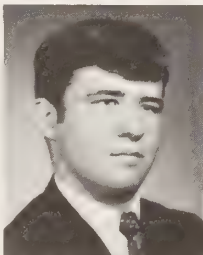
LUIS L. CORDERO. Caracas, Venezuela; B.S. Mechanical Engineering.
 TIMOTHY K. CORMANY. Madrid, Spain; A.B. English.
 CHARLES W. CORSO. C.S.C. Notre Dame, Indiana; A.B. Philosophy.
 DAVID B. CORTWRIGHT. East Stroudsburg, Pennsylvania; A.B. History.

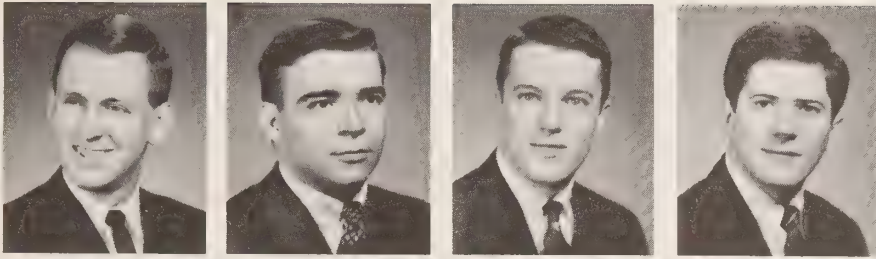


GERALD M. COTTER. Queens Village, New York; B.B.A. Accounting.
 JOHN M. COTTINGHAM. Cincinnati, Ohio; A.B. Sociology.
 EDMOND J. COUTURIER. North Attleboro, Massachusetts; B.B.A. Accounting.
 JOHN J. COYLE. Phillipsburg, New Jersey; LL.B. Law.

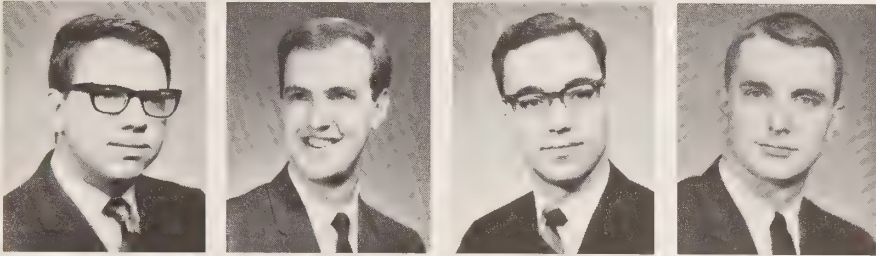


KEVIN T. COYLE. Hackensack, New Jersey; A.B. Economics.
 JOHN L. CRAMER, C.S.C. Notre Dame, Indiana; A.B. History.
 MYRON L. CRAMER. Columbus, Ohio; B.S. Physics.
 GEORGE E. CRAWFORD. Groton, Connecticut; B.S. Chemistry.

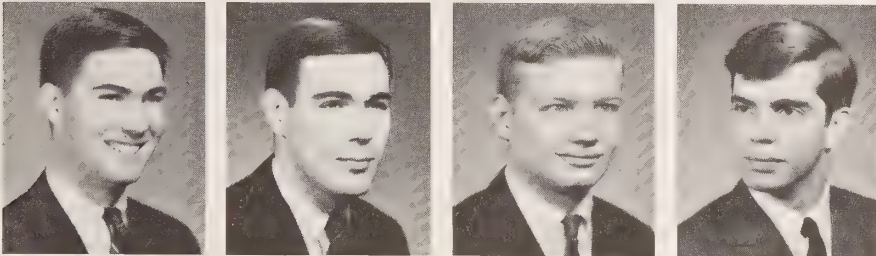




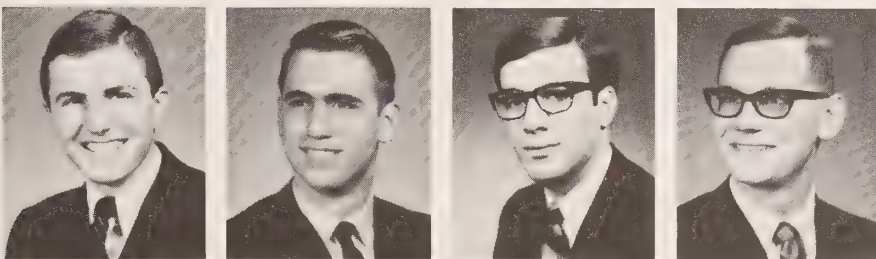
JOSEPH P. CRAWFORD. Royal Oak, Michigan;
A.B. Communication Arts.
RICHARD L. CROUCH. Pittsburgh, Pennsylvania;
B.B.A. Accounting.
THOMAS C. CROWLEY. White Plains, New York;
A.B. Economics.
J. MICHAEL CRUTCHER. Dallas, Texas; A.B.
Government.



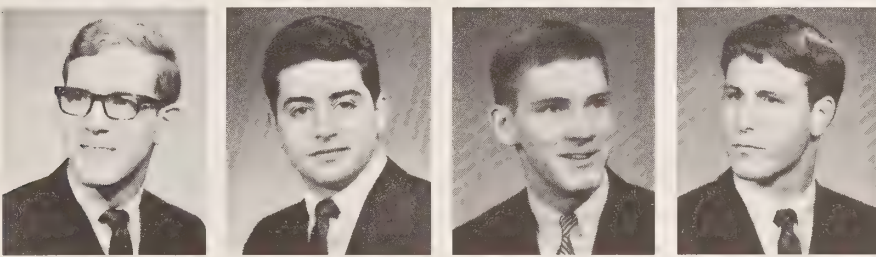
RONALD CUBALCHINI. Chicago, Illinois; B.S.
Physics.
THOMAS J. CUGGINO. Bronx, New York; B.B.A.
Accounting.
PHILIP T. CULCASI. Hubbard, Ohio; B.B.A.
Marketing.
RICHARD K. CUMMINGS. Larchmont, New York;
B.B.A. Accounting.



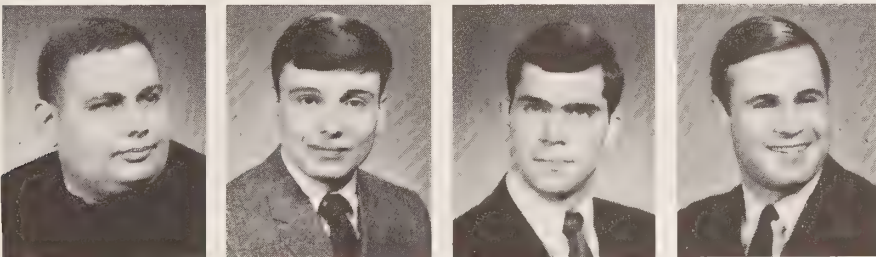
THOMAS E. CURTIN. Bethesda, Maryland; A.B.
Government.
THOMAS R. CURTIN. Boonton, New Jersey;
LL.B. Law.
PAUL E. CZUCHLEWSKI. Woodside, New York;
A.B. History.
JONATHAN W. DABY. Fall River, Massachu-
setts; A.B. Sociology.



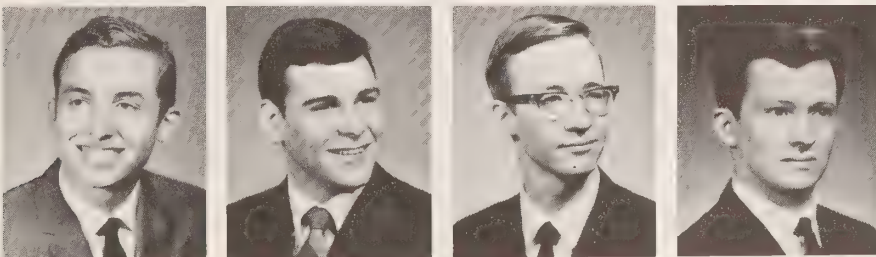
MICHAEL A. DAHER. Grosse Pointe Woods,
Michigan; A.B. General Program.
PETER J. DALUM. Elm Grove, Wisconsin; A.B.
Sociology.
JAMES M. DAVIS. New Cumberland, Pennsyl-
vania; A.B. English.
PAUL V. DAVIS. Evergreen Park, Illinois;
B.B.A. Marketing.



JAMES D. DEAN. Albertson, New York; B.B.A.
Management.
EDWARD J. DEBARTOLO. Youngstown, Ohio;
B.B.A. Management.
MICHAEL DECOURSEY. Shawnee Mission, Kan-
sas; B.B.A. Accounting.
PATRICK A. DEEGAN. Riverside, California; A.B.
Economics.



RAYMOND DEFABIO, C.S.C. Notre Dame,
Indiana; A.B. English.
JAMES P. DEFILIPPI. Oglesby, Illinois; B.B.A.
Marketing.
JOHN W. DELEHANT. Omaha, Nebraska; A.B.
History.
THOMAS G. DELONG. Mishawaka, Indiana; B.S.
Mechanical Engineering.

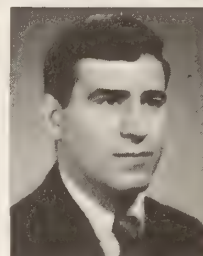
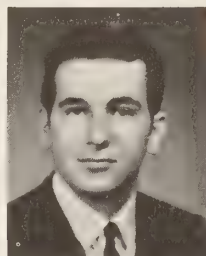


ARTURO G. DE PAREDES. Panama, Panama;
B.S. Civil Engineering.
JOSEPH A. DERRICO. Wantagh, New York; A.B.
English.
ARTHUR A. DE SMET. Detroit, Michigan; B.S.
Chemistry.
PAUL B. DETTOR. Mishawaka, Indiana; B.B.A.
Accounting.

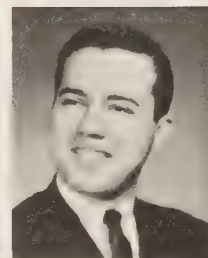
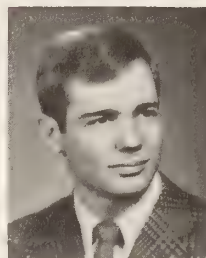
WILLIAM M. DEWEY III. Englewood, Colorado;
A.B. History.
JORGE A. DIAZ. Bogota, Colombia; B.S.
Aero-Space Engineering.
DANIEL D. DICKMAN. South Bend, Indiana;
B.B.A. Management.
JOSEPH W. DIEMERT, JR. South Euclid, Ohio;
A.B. Government.



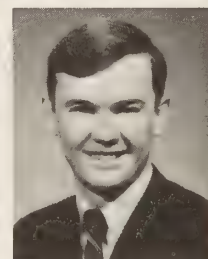
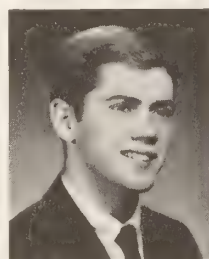
RICHARD DIETER, C.S.C. Notre Dame, Indiana;
B.S. Mathematics.
GONZALO C. DIEZ. Quito, Ecuador; B.B.A.
Management.
KENNETH A. DiLAURA. Grosse Pointe Woods,
Michigan; B.B.A. Accounting.
RICHARD A. DiLORENZO. Rosedale, New York;
B.S. Mechanical Engineering.



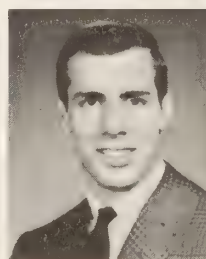
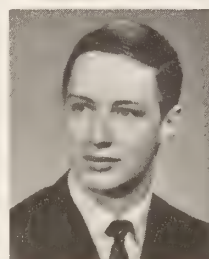
JOHN J. DION. Southbridge, Massachusetts;
A.B. Government.
DAVID A. DITTMAN. Cincinnati, Ohio; B.B.A.
Accounting.
JOSEPH W. DIVER. Findlay, Ohio; B.B.A.
Finance.
MICHAEL P. DOBROWOLSKI. San Antonio, Texas;
B.S. Civil Engineering.



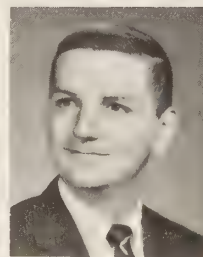
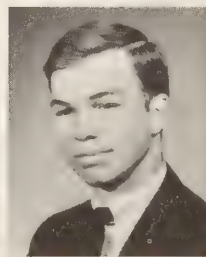
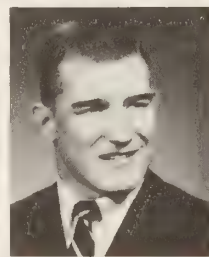
DENNIS J. DOHERTY, JR. Greenville, South
Carolina; B.S. Engineering Science.
STANLEY Z. DOMBROWSKI. Garden City Park,
New York; B.S. Mechanical Engineering.
JOHN R. DONAHUE, JR. Detroit, Michigan; A.B.
English.
JAMES F. DONIUS. Buffalo, New York; A.B.
Sociology.



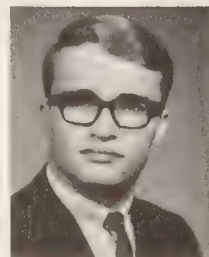
ARTHUR J. DONNELLY. Leawood, Kansas;
B.B.A. Accounting.
CHRISTOPHER J. DONNELLY. Glencoe, Illinois;
B.B.A. Management.
DANIEL P. DONNELLY. Indianapolis, Indiana;
A.B. English.
EDMOND J. DONOVAN. Bayonne, New Jersey;
A.B. Communications Arts.

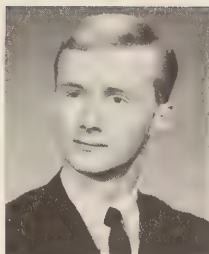
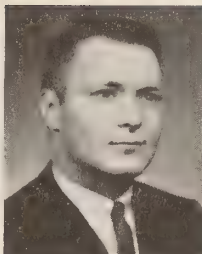


DENNIS E. DORRATCAGUE. Seattle, Washington;
B.S. Aero-Space Engineering.
THOMAS N. DORSEL. South Fort Mitchell, Ken-
tucky; A.B. Psychology.
RICHARD J. DOVORANY. Racine, Wisconsin;
B.B.A. Accounting.
DANIEL B. DOYLE. Elkhart, Indiana; A.B.
Preprofessional.



JOHN J. DRNDAK. Kenosha, Wisconsin; B.S.
Aero-Space Engineering.
RICHARD P. DRNEVICH. East McKeesport, Penn-
sylvania; B.Arch. Architecture.
RONALD L. DROSTE. Clinton, Iowa; B.S.
Engineering Science.
JAMES F. DRUCKENBROD. Cleveland, Ohio; A.B.
Sociology.



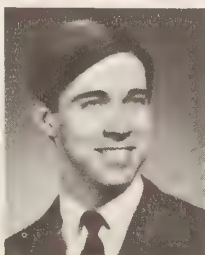
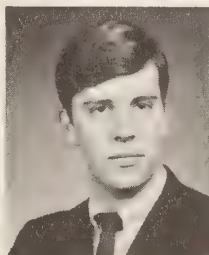


CORNELIUS T. DUCEY, JR. St. Louis, Missouri;
A.B. History.

ALBERT J. DUDASH, JR. Aliquippa, Pennsylvania; LL.B. Law.

JOHN F. DUFF. Cornwall, New York; B.B.A.
Accounting.

MICHAEL J. DUFF. York, Pennsylvania; B.B.A.
Accounting.

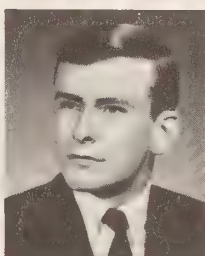
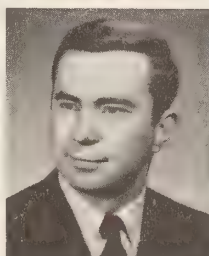
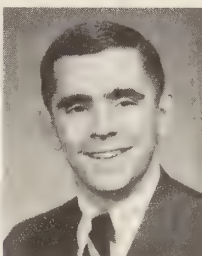
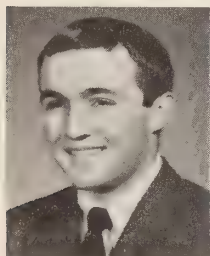


JOHN A. DUFFY. Massapequa Park, New York;
B.B.A. Accounting.

MARTIN J. DUFFY. Maywood, New Jersey;
B.B.A. Finance.

CHARLES A. DUGAND. Mexico City, Mexico;
B.B.A. Accounting.

WILLIAM R. DUNFEY. Hamilton, Ohio; A.B.
English.

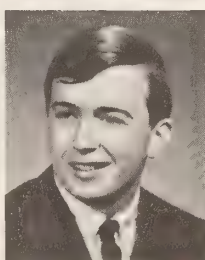
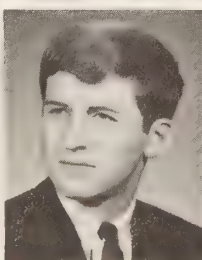
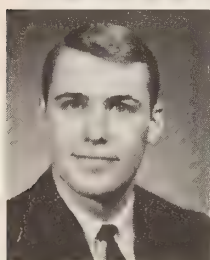


E. BRYAN DUNIGAN. Oak Park, Illinois; A.B.
General Program.

THOMAS A. DURKIN. Chicago, Illinois; A.B.
General Program.

THOMAS M. DURKIN. Lakewood, Ohio; B.B.A.
Finance.

THOMAS R. DUXBURY. Wyckoff, New Jersey;
A.B. Government.



ROBERT L. DYSON. Elmwood Park, Illinois;
B.Arch. Architecture.

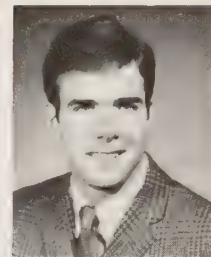
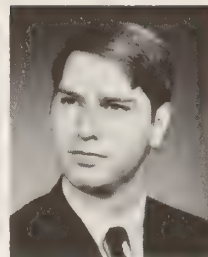
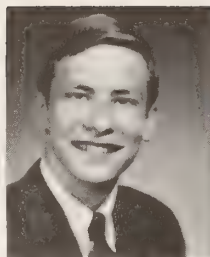
L. MICHAEL EDWARDS. Glenshaw, Pennsylvania; B. S. Mechanical Engineering.

PETER A. EDWARDS. Scituate, Massachusetts;
A.B. Sociology.

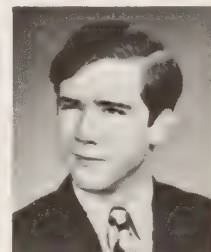
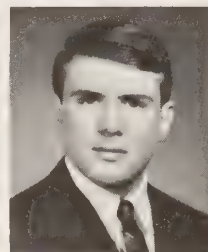
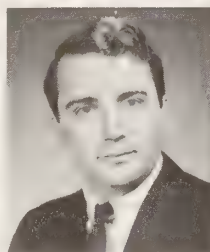
STEVE W. EFFLER. Syracuse, New York; B.S.
Chemical Engineering.



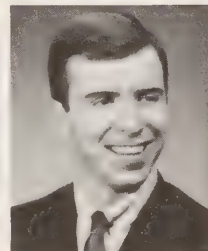
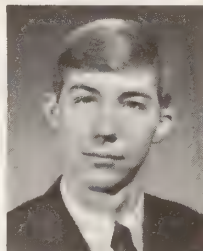
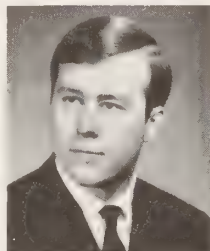
PAUL E. EIDE. Fargo, North Dakota; B.B.A.
Accounting.
JAMES J. ELIAS. DuBois, Pennsylvania; B.F.A.
Art.
JAMES R. ELLIOT. Vincennes, Indiana; B.S.
Physics.
DENNIS W. EMANUEL. Ottumwa, Iowa; B.S.
Preprofessional.



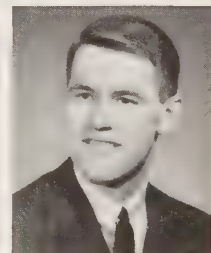
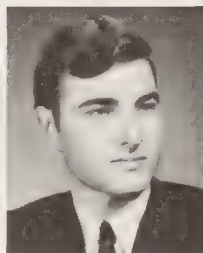
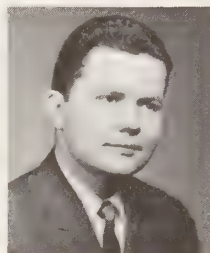
WILLIAM J. EPPIG. West Islip, New York; B.S.
Electrical Engineering.
RICHARD J. ESCE. Syracuse, New York; B.S.
Electrical Engineering.
THOMAS A. ETTEN. Chicago, Illinois; A.B.
Sociology.
JOHN R. EVANS. Grosse Pointe, Michigan;
A.B. Psychology.



JAMES C. EWING. North Aurora, Illinois; A.B.
General Program.
JOHN B. EXLINE. Columbus, Ohio; A.B.
Economics.
NEAL D. FAGAN. South Bend, Indiana; A.B.
Sociology.
PATRICK F. FAGAN. Short Hills, New Jersey;
A.B. Communication Arts.



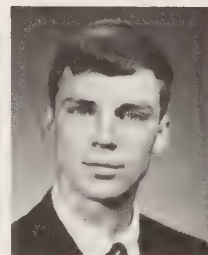
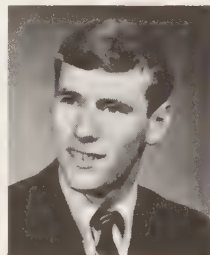
RICHARD L. FAHERTY. Hackensack, New Jersey;
A.B. General Program.
NORMAN F. FAIRWEATHER. Oklahoma City,
Oklahoma; A.B. Government.
D. PATRICK FALVEY. Knox, Indiana; A.B.
English.
RICHARD T. FALVEY. Niles, Michigan; B.B.A.
Accounting.



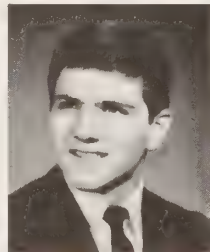
TIMOTHY R. FANGMAN. Omaha, Nebraska;
B.S. Preprofessional.
JOSEPH J. FARLEY. Stamford, Connecticut;
B.B.A. Marketing.
THOMAS F. FARLEY. Manchester, Vermont;
A.B. Economics.
JAMES M. FARR. Baldwin, New York; A.B.
English.

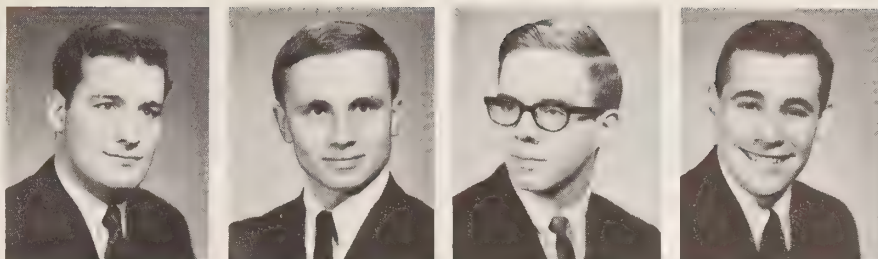


PETER T. FARRELL. Forest Hills, New York;
A.B. History.
JOSEPH S. FARRUGGIO. Bristol, Pennsylvania;
A.B. Communication Arts.
EDWARD T. FARRY. Sawyer A.F.B., Michigan;
A.B. General Program.
WALTER R. FEHST. Joliet, Illinois; B.B.A.
Management.

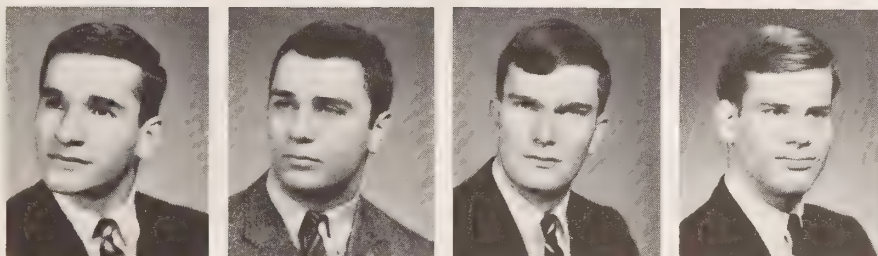


PHILIP T. FEOLA. Paterson, New Jersey; A.B.
Government.
FREDERICK J. FERLIC. Carroll, Iowa; B.S.
Preprofessional.
CHARLES C. FERRALL, JR. Larchmont, New
York; B.S. Geology.
THOMAS W. FERRATT, Muncie, Indiana; B.B.A.
Accounting.

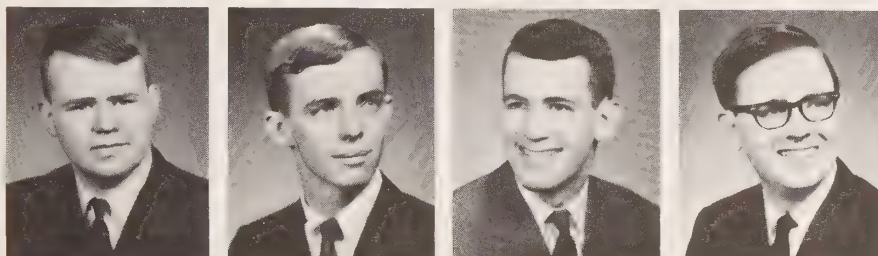




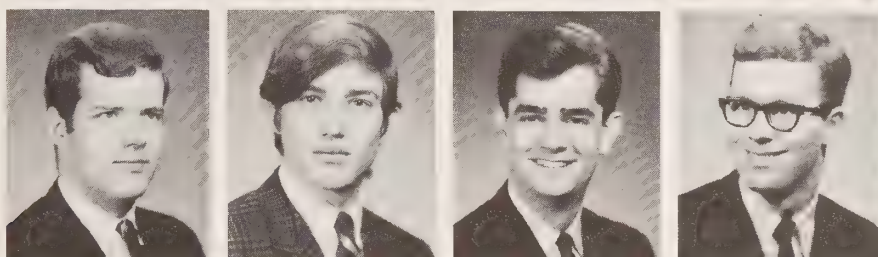
JOHN P. FESSLER. Sheboygan, Wisconsin; A.B. Economics.
WALTER J. FILIPEK. South Bend, Indiana; B.S. Preprofessional.
ROBERT W. FINNEGAN. Omaha, Nebraska; B.S. Physics.
MICHAEL FINNERTY. Pelham, New York; B.S. Mechanical Engineering.



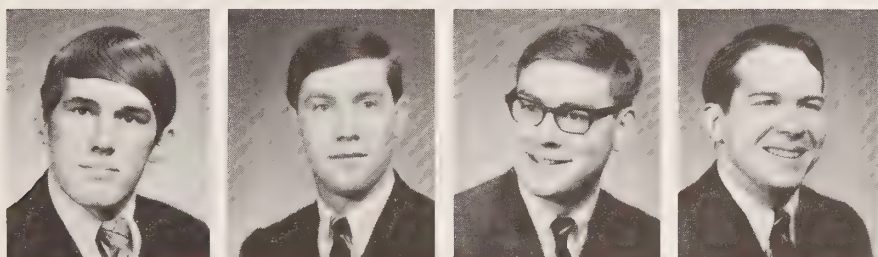
MARTIN J. FINO. North Plainfield, New Jersey; A.B. Psychology.
JAY R. FIORILLO. Dobbs Ferry, New York; A.B. Economics.
JAMES G. FISHBURNE. Washington, D.C.; A.B. Economics.
THOMAS J. FITZHARRIS. Eastchester, New York; A.B. General Program.



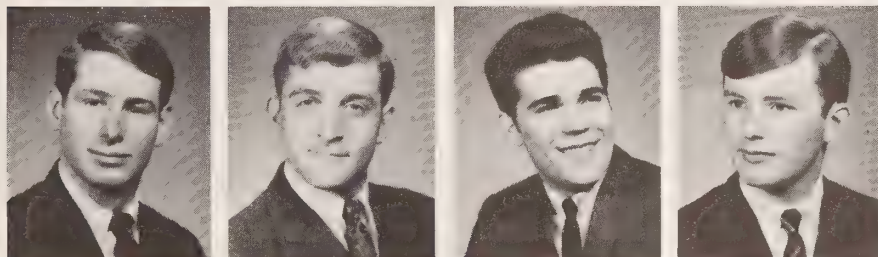
F. ELLIS FITZPATRICK. South Bend, Indiana; B.B.A. Finance.
PHILIP A. FITZPATRICK. Plainview, New York; B.B.A. Accounting.
MICHAEL R. FLAHERTY. East Grand Rapids, Michigan; A.B. Government.
HARRY F. FLANAGAN. Philadelphia, Pennsylvania; B.B.A. Accounting.



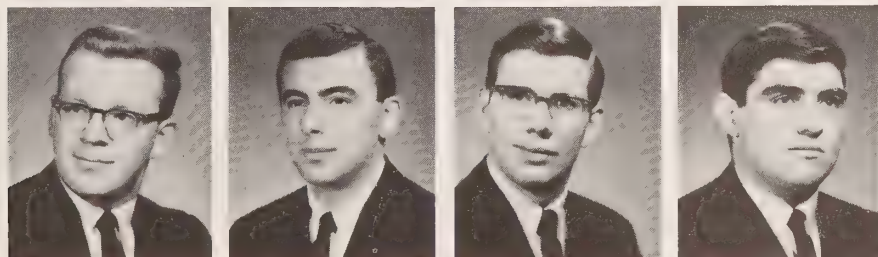
WILLIAM L. FLEMING. Shaker Heights, Ohio; A.B. English.
JOHN S. FLEMMING. Larthrup Village, Michigan; A.B. Economics.
DANA J. FLORESTANO. Indianapolis, Indiana; B.Arch. Architecture.
ROBERT B. FLOYD. Flossmoor, Illinois; B.B.A. Finance.



GARY T. FLYNN. Schenectady, New York; A.B. Psychology.
MICHAEL P. FLYNN. Indianapolis, Indiana; A.B. Economics.
DENIS L. FOERST. Copley, Ohio; B.S. Preprofessional.
WILLIAM J. FOLEY. Grosse Isle, Michigan; B.B.A. Management.



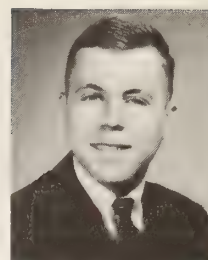
THOMAS D. FOLLETT. Glen Ellyn, Illinois, B.S. Aero-Space Engineering.
WILLIAM A. FOLLETTE. Scottsdale, Arizona; B.B.A. Management.
BERNARD A. FONTAINE. Caracas, Venezuela; B.S. Electrical Engineering.
H. MICHAEL FORD. New York, New York; A.B. Economics.



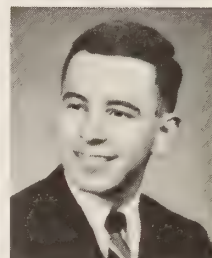
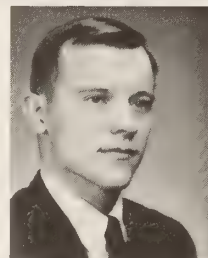
JOHN T. FORD. Harrison, New Jersey; B.S. Electrical Engineering.
SALVATORE V. FORGIONE, JR. New Haven, Connecticut; B.B.A. Finance.
STEVEN P. FORREST, JR. St. Louis, Missouri; A.B. English.
LOUIS J. FOURNIER. Cheboygan, Michigan; A.B. Economics.



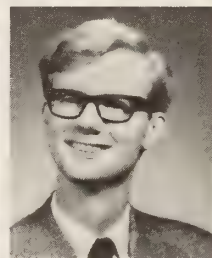
JOHN T. FOWLER. Louisville, Kentucky; A.B.
English.
FRED C. FRANCO, JR. Newark, New Jersey;
B.B.A. Accounting.



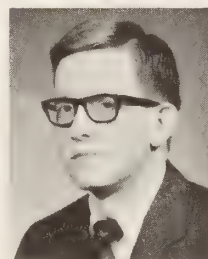
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Government.
CHARLES R. FRANGIAMORE. Norridge, Illinois;
B.B.A. Marketing.



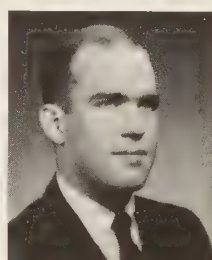
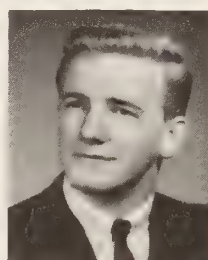
RALPH E. FRARY. Visalia, California; A.B.
Sociology.
MICHAEL P. FRAZIER. Ithaca, New York; A.B.
English.



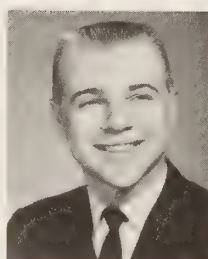
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Government.
ANTHONY A. FRIEROTT. Minster, Ohio; A.B.
History.



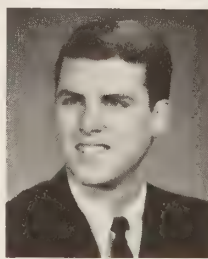
MICHAEL R. FROST. South Bend, Indiana; A.B.
English.
JAMES H. FRYE. Vassar, Michigan; B.S.
Preprofessional.

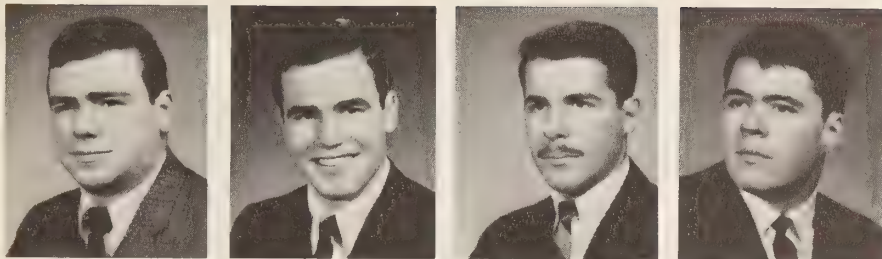


JAMES E. FTICAR. Allentown, Pennsylvania;
B.S. Preprofessional.
NEIL P. FULLAN. Elmhurst, Illinois; A.B.
English.

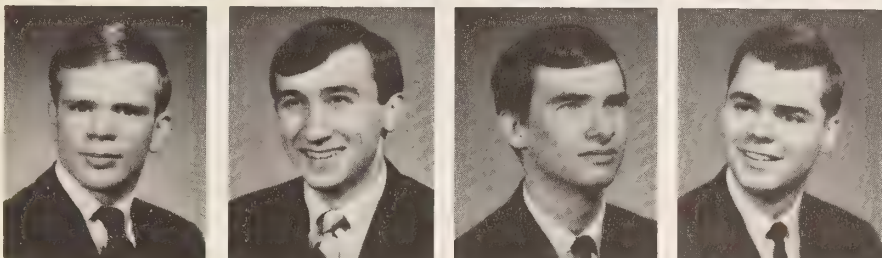


DAVID L. FULLER. Mt. Carmel, Illinois; B.S.
Chemistry.
PHILIP S. FUOCO. Delran, New Jersey; A.B.
Philosophy.

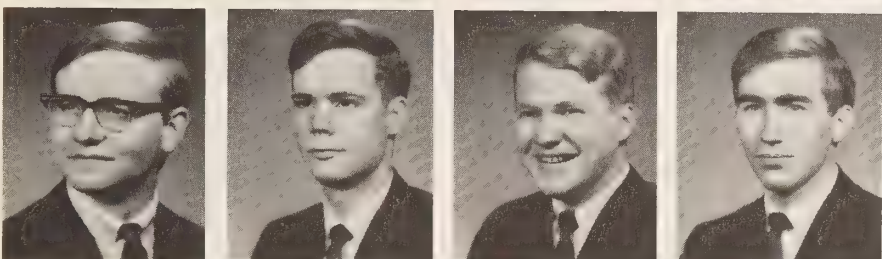




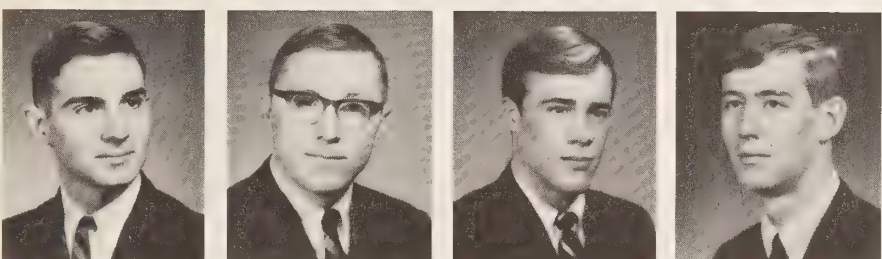
PATRICK W. FUREY. Chevy Chase, Maryland; A.B. Government.
 THOMAS E. FURLONG. Cleveland, Ohio; A.B. Preprofessional.
 MAURICIO R. GADALA-MARIA. San Salvador, El Salvador; B.B.A. Marketing.
 DENNIS J. GALLAGHER. Oswego, New York; A.B. English.



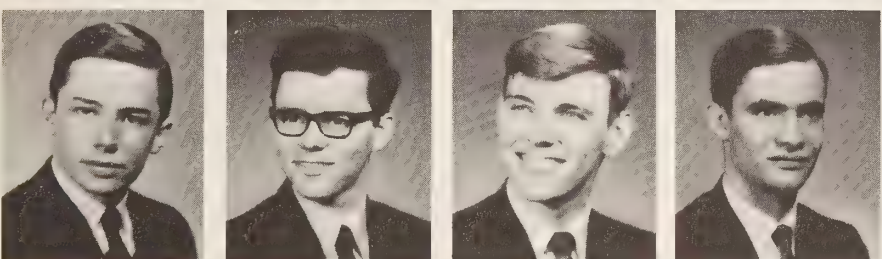
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 RONALD L. GALLUZZO. Springfield, Ohio; A.B. Sociology.
 FRANKLIN J. GALVIN. Pekin, Illinois; B.Arch. Architecture.
 THOMAS H. GARDNER. Cincinnati, Ohio; B.B.A. Accounting.



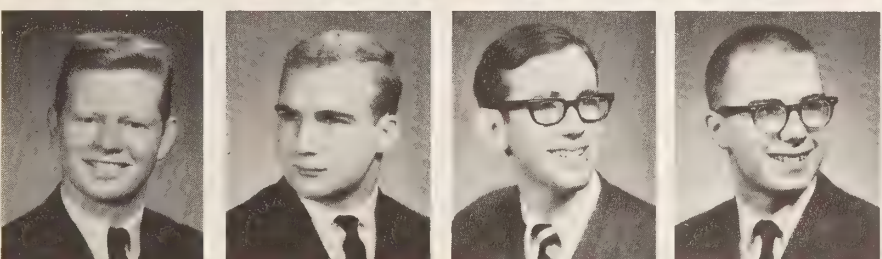
RICHARD N. GARRISON. Bowling Green, Kentucky; B.S. Biology.
 PATRICK J. GARTLAND. Marion, Indiana; B.S. Mechanical Engineering.
 ALAN G. GASNER. West Seneca, New York; B.S. Preprofessional.
 JOHN T. GASSMAN. Valley City, North Dakota; B.S. Mechanical Engineering.



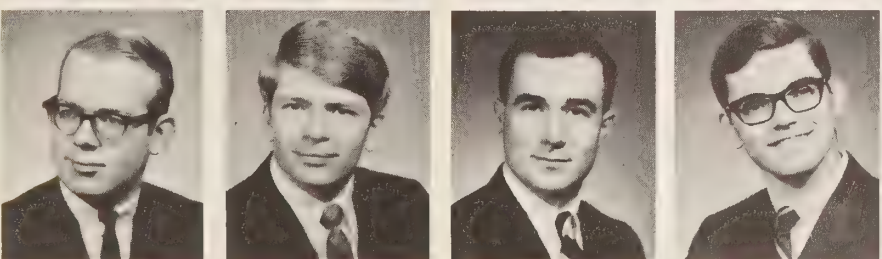
JOHN J. GATTA. Schenectady, New York; A.B. English.
 RICHARD G. GAVIGAN. Albany, New York; B.B.A. Finance.
 WALTER GAZDAYKA. Fair Lawn, New Jersey; B.S. Aero-Space Engineering.
 MARK W. GEHAN. St. Paul, Minnesota; A.B. English.



WILLIAM D. GEHL. Milwaukee, Wisconsin; A.B. Economics.
 JAMES P. GEMPERLE. Bound Brook, New Jersey; B.S. Chemical Engineering.
 GARY J. GERKEN. Richmond, Indiana; B.S. Aero-Space Engineering.
 JAMES R. GERMAN. Columbia, Missouri; B.B.A. Accounting.

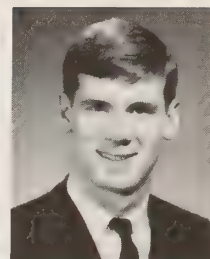
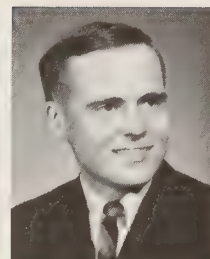
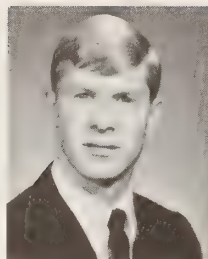


GARY B. GHIGLIOTTI. Staten Island, New York; B.B.A. Finance.
 THOMAS E. GIBBS. Chicago, Illinois; A.B. History.
 RICHARD L. GIBNEY. Santa Ana, California; B.S. Preprofessional.
 GEORGE C. GILDAY, C.S.C. Notre Dame, Indiana; A.B. Philosophy.

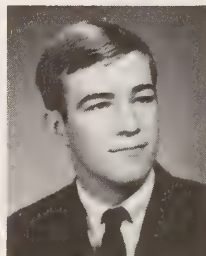


JOHN S. GILFEATHER. Stamford, Connecticut; A.B. Sociology.
 CHARLES W. GILL. Washington, Indiana; A.B. Government.
 JOHN M. GILMOUR. Ridgewood, New Jersey; B.S. Aero-Space Engineering.
 BRADLEY M. GLASS. Andrews, Indiana; A.B. English.

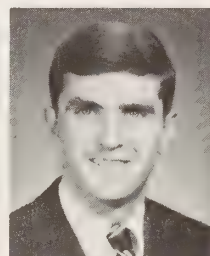
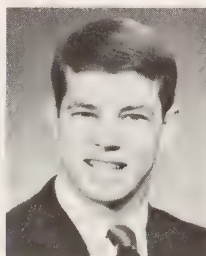
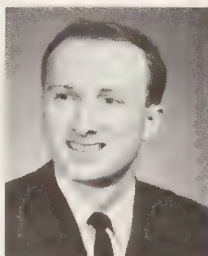
JOHN W. GLASSTETTER. Lakewood, Ohio;
B.B.A. Finance.
THOMAS G. GODBOOT, JR. Detroit, Michigan;
B.B.A. Accounting.
MICHAEL E. GODZIK. Chicago, Illinois; B.B.A.
Accounting.
GERALD J. GOETZ. Shaker Heights, Ohio;
B.B.A. Marketing.



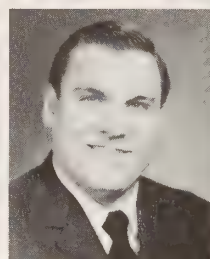
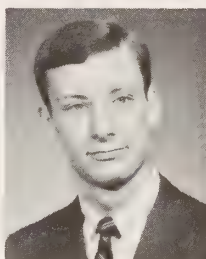
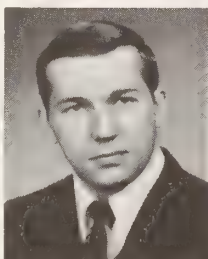
THOMAS F. GOGAN. Frontenac, Missouri; A.B.
Sociology.
THOMAS J. GOODENOW. Columbus, Ohio; B.S.
Preprofessional.
LEONARD A. GOODER. Saint Covina, California;
A.B. Economics.
PAUL A. GORE. Fort Lauderdale, Florida;
LL.B. Law.



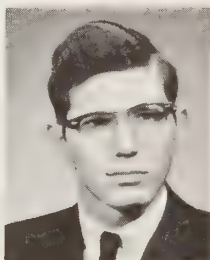
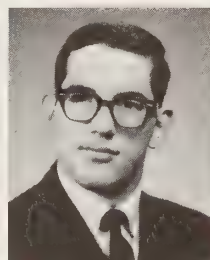
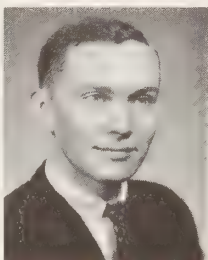
THOMAS H. GORIN. East Hampton, Connecti-
cut; B.S. Preprofessional.
JAMES F. GORMAN. Newburgh, New York;
A.B. Government.
BRIAN J. GORMLEY. Lancaster, New Hamp-
shire; A.B. Communication Arts.
WILLIAM L. GORMLEY. Mays Landing, New
Jersey; A.B. History.

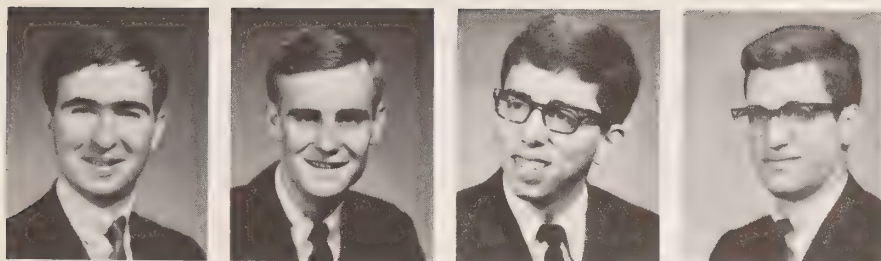


JAMES O. GORSKI. Rochelle, Illinois; B.B.A.
Marketing.
THOMAS E. GOUNDREY. Middletown, Connecti-
cut; B.B.A. Accounting.
CHARLES A. GRABLE. Oshkosh, Wisconsin; A.B.
Economics.
WILLIAM J. GRAHAM. New Orleans, Louisiana;
B.S. Biology.

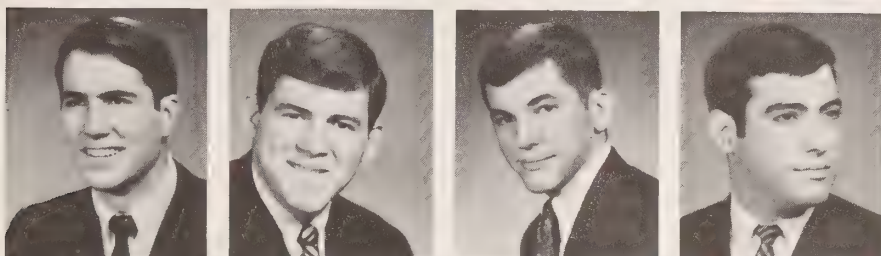


MICHAEL D. GRANGER. Grosse Pointe, Michi-
gan; A.B. Communication Arts.
RONALD C. GRATZ. Absecon, New Jersey; B.S.
Biology.
RICHARD M. GREFF. Houston, Texas; B.S.
Aero-Space Engineering.
VINCENT N. GREGGO. New Castle, Delaware;
B.S. Civil Engineering.

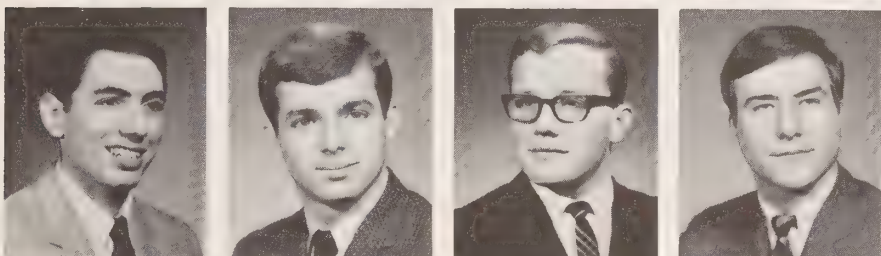




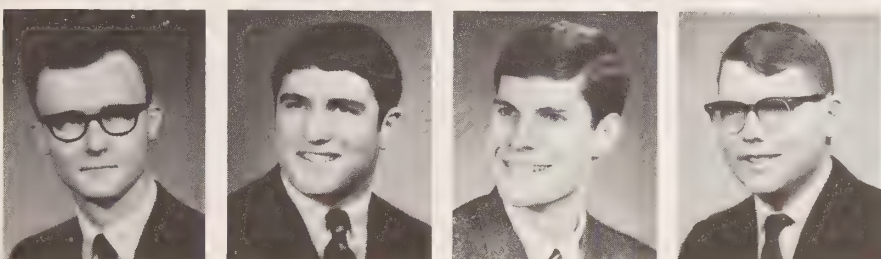
HUGH C. GRIFFIN. Chicago, Illinois; LL.B.
Law.
STEPHEN M. GRIFFIN. Teutopolis, Illinois; B.S.
Chemical Engineering.
JOHN A. GRIMA. Warren, Ohio; A.B. English.
HENRY T. GRINVALSKY. Omaha, Nebraska;
B.S. Chemistry.



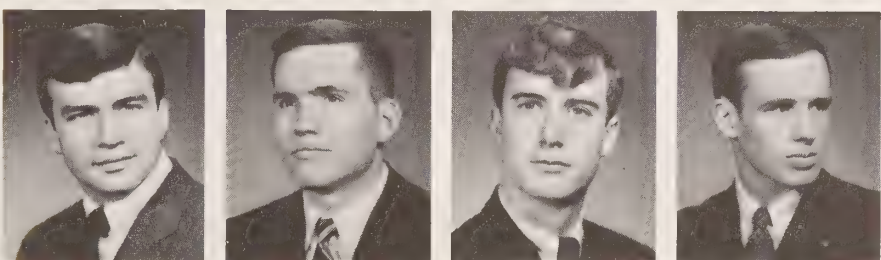
LAWRENCE A. GRUBER, JR. Houston, Texas;
A.B. Modern Languages.
THOMAS S. GUBANICH. Phoenixville, Pennsylv-
ania; A.B. Economics.
RICHARD T. GUEFE. Nashville, Tennessee; B.S.
Metallurgy.
MIGUEL G. GUERRA. Santo Domingo, Dominican
Republic; B.B.A. Management.



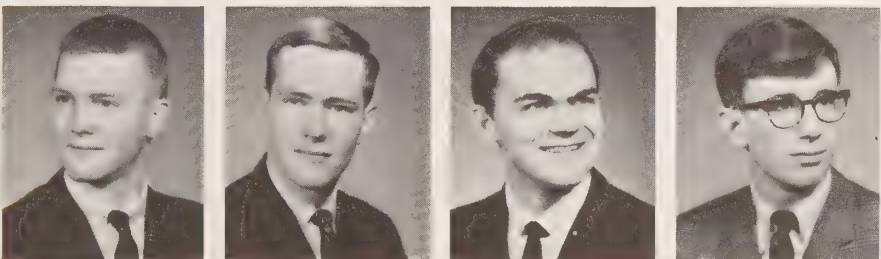
PETER P. GUERRERA. Vandergrift, Pennsyl-
vania; B.S. Preprofessional.
R. PAUL GUILBAULT, JR. New Orleans, Louisi-
ana; B.S. Mechanical Engineering.
RICHARD Z. GUTOWSKI. Ambridge, Pennsyl-
vania; A.B. Accounting.
MICHAEL A. HABING. Indianapolis, Indiana;
A.B. Economics.



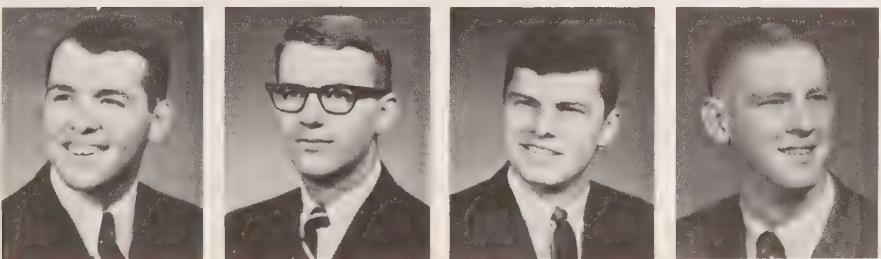
MICHAEL J. HAGAN. Pittsburgh, Pennsylvania;
B.B.A. Accounting.
EDMUND R. HAGGAR. Dallas, Texas; B.B.A.
Management.
FORREST A. HAINLINE. Detroit, Michigan; A.B.
English.
JAMES J. HALE. Fayetteville, Arkansas; B.B.A.
Finance.



DAVID F. HALEY. Hingham, Massachusetts;
A.B. Economics.
W. WALLACE HALL. Scarsdale, New York;
B.B.A. Marketing.
JOSEPH W. HAMMES. Scotch Plains, New
Jersey; A.B. Political Science.
MICHAEL J. HAMPSEY. Pittsburgh, Pennsyl-
vania; A.B. Communication Arts.

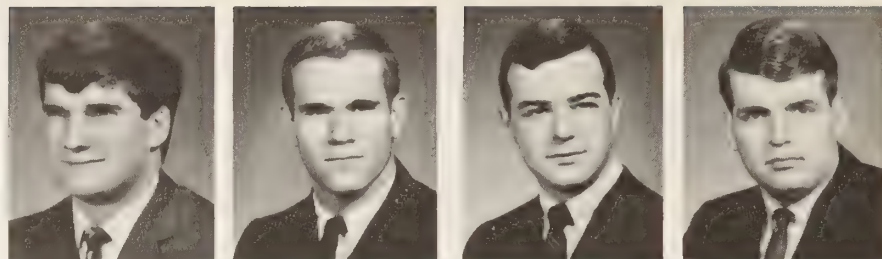


JAMES J. HANNIGAN. Crete, Illinois; B.S.
Chemical Engineering.
HOWARD W. HANSEN. Stanton, Nebraska; B.S.
Mechanical Engineering.
RICHARD L. HANSEN. Omaha, Nebraska; B.S.
Civil Engineering.
THOMAS W. HANSEN. Waterloo, Iowa; B.S.
Preprofessional.

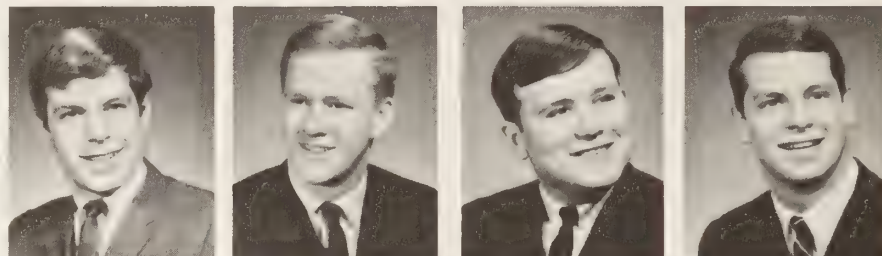


WILLIAM C. HANSEN. Milwaukee, Wisconsin;
B.B.A. Management.
PAUL K. HARKINS. Jackson, Mississippi;
B.B.A. Finance.
DONALD G. HARRER. Morton Grove, Illinois;
B.B.A. Finance.
PATRICK J. HARRIS. Refugio, Texas; B.S.
Electrical Engineering.

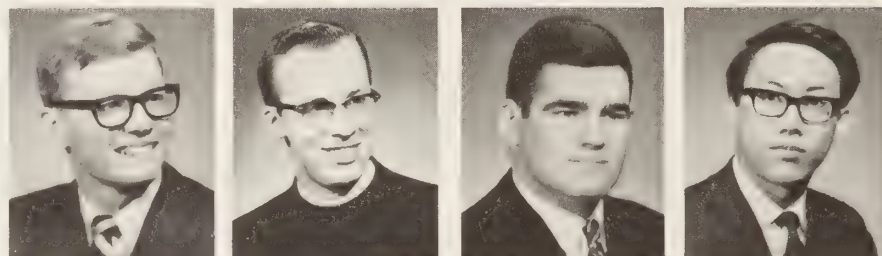
FRANKLIN D. HARSH. Hastings, Nebraska;
A.B. Aero-Space Engineering.
DANIEL R. HARSHMAN. Toledo, Ohio; A.B.
English.
DANA L. HART. Coronado, California; B.S.
Chemical Engineering.
KEITH L. HARTLEY. Bloomfield Hills, Michigan;
B.B.A. Accounting.



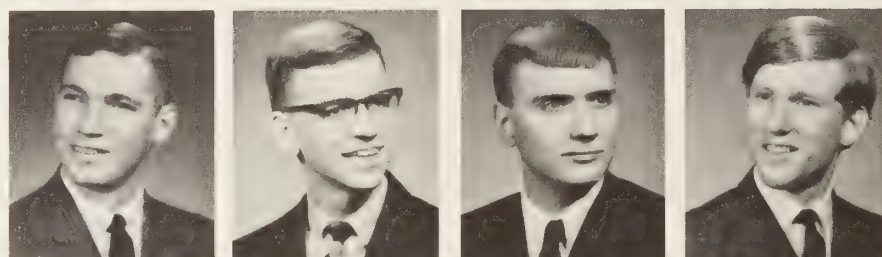
JAMES R. HARVEY. Pittsburgh, Pennsylvania;
A.B. English.
ROBERT A. HARVEY. South Bend, Indiana; A.B.
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TIMOTHY J. HAULER. Cleveland, Ohio; B.B.A.
Management.
RICHARD W. HAVEL. Santa Monica, California;
A.B. General Program.



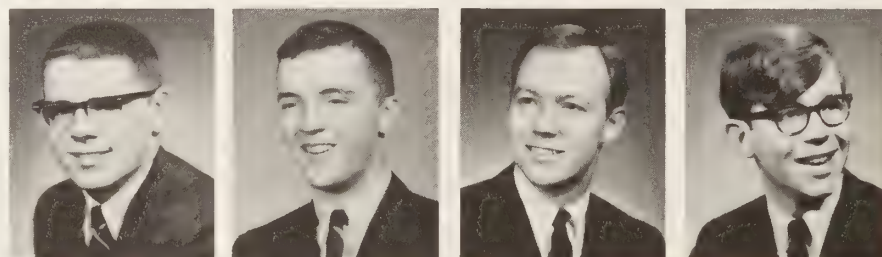
GEORGE T. HAWES. Greenville, Pennsylvania;
B.B.A. Accounting.
LAWRENCE S. HAWKINS. C.S.C. Notre Dame,
Indiana; B.S. Preprofessional.
J. MICHAEL HEATON. Seneca, Illinois; A.B.
History.
LAWRENCE Y. S. HEE. Wake Island; B.Arch.
Architecture.



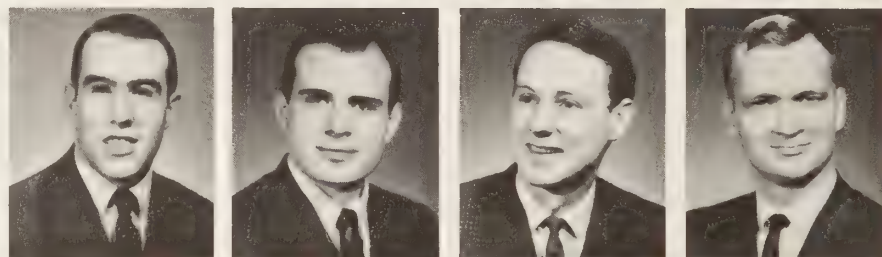
WILLIAM T. HEIDEN, JR. Seaford Manor, New
York; B.B.A. Accounting.
ROBERT P. HEINEMAN. Connersville, Indiana;
A.B. General Program.
ROBERT E. HEINEMANN. Greenlawn, New
York; A.B. English.
DOUGLAS W. HEISLER. Meadowbrook, Pennsyl-
vania; A.B. Preprofessional.



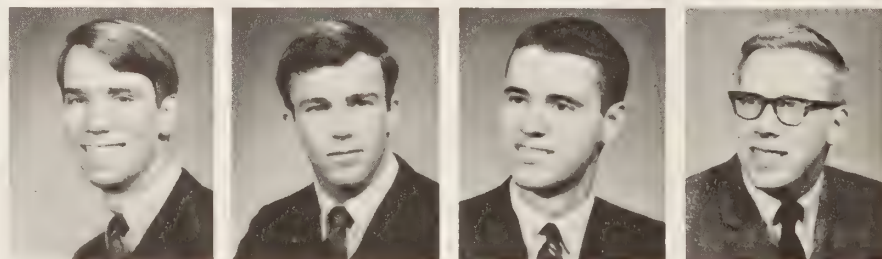
ANDREW P. HELLMUTH. Springfield, Ohio;
B.B.A. Finance.
MICHAEL F. HELMER. Chevy Chase, Maryland;
A.B. Government.
RICHARD F. HENNESSEY. Jackson Heights, New
York; LL.B. Law.
JOHN A. HENDRICKS. Oak Park, Illinois; A.B.
Psychology.

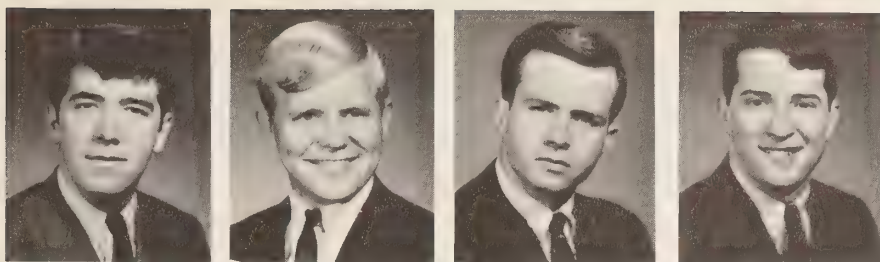


BRUCE T. HENRY. Dixon, Illinois; B.B.A.
Accounting.
JOHN W. HERLEY. Niles, Illinois; B.B.A.
Management.
ROBERT W. HERR. Southgate, Michigan; LL.B.
Law.
TODD W. HERRICK. Elkhart, Indiana; B.B.A.
Management.

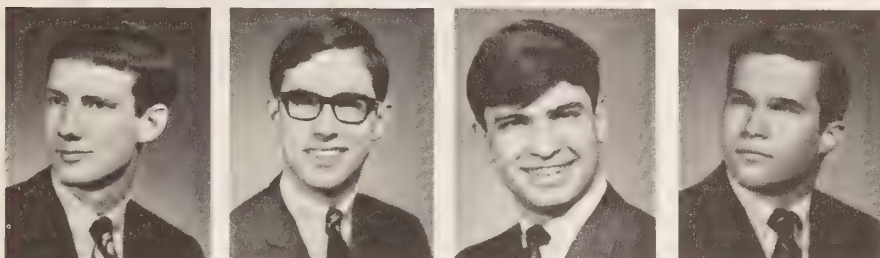


DAVID A. HESKIN. Elizabeth, New Jersey;
B.S. Chemical Engineering.
JAMES A. HICKEY. Hillsborough, California;
A.B. Economics.
BRIAN P. HIGGINS. Au Sable Forks, New York;
B.S. Civil Engineering.
MARTIN P. HIGGINS. Chicago, Illinois; B.B.A.
Accounting.

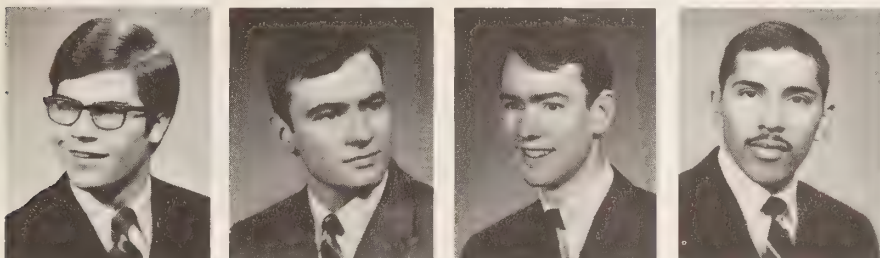




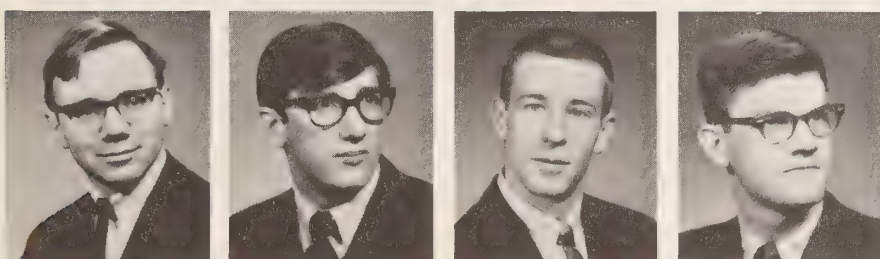
PAUL F. HIGGINS. Flossmoor, Illinois; A.B. General Program.
RONALD E. HIPP. Wichita, Kansas; B.B.A. Accounting.
THOMAS M. HOEY, JR. Brooklyn, New York; A.B. History.
JAMES W. HOFFMAN. Eugene, Oregon; A.B. Government.



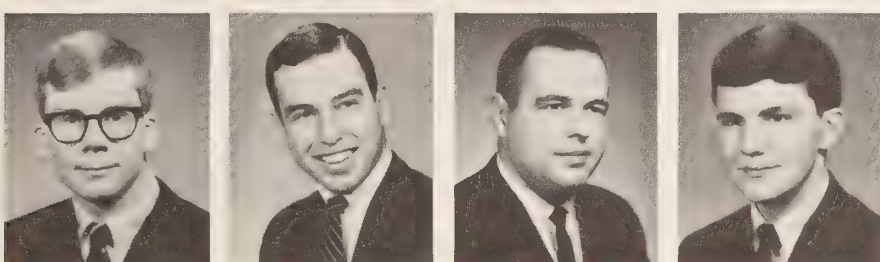
JAMES E. HOFWEBER. Fairview Park, Ohio; B.S. Metallurgical Engineering.
RICHARD A. HOGAN. Camp Hill, Pennsylvania; B.S. Preprofessional.
JAMES R. HOKE. Fairborn, Ohio; B.B.A. Finance.
WILLIAM L. HOLAHAN. Armonk, New York; B.S. Physics.



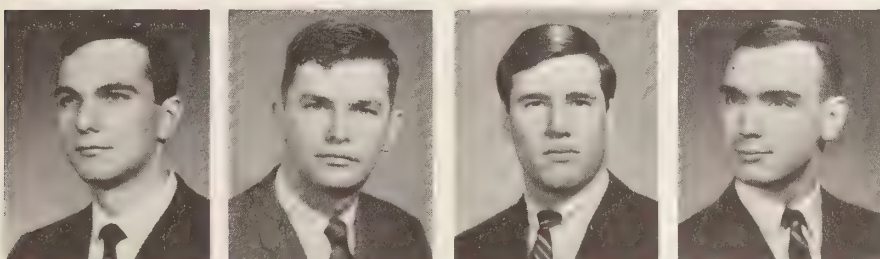
ROBERT E. HOLSINGER. Fort Wayne, Indiana; B.F.A. Art.
THOMAS O. HOLSTEIN. Oak Lawn, Illinois; A.B. Economics.
DENIS G. HOLTMEIER. Cincinnati, Ohio; B.B.A. Marketing.
RONALD A. HOMER. Brooklyn, New York; A.B. Psychology.



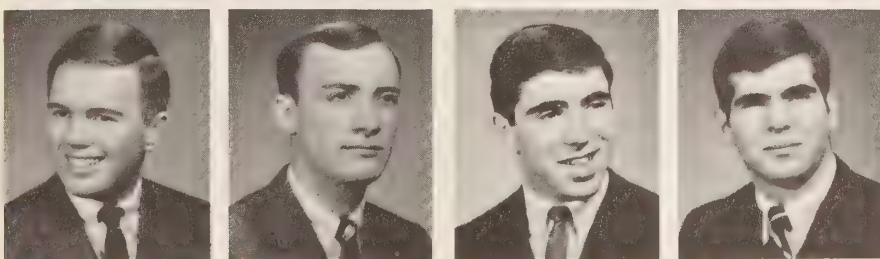
ANTHONY I. HOOPER. Fayetteville, New York; A.B. Government.
GEORGE T. HORN. Columbia, Pennsylvania; B.B.A. Marketing.
ROGER M. HORNING. South Bend, Indiana; A.B. Sociology.
STEVEN G. HOTOVY. Dwight, Nebraska; B.S. Mathematics.



KENNETH J. HOWARD. San Francisco, California; A.B. Sociology.
WALTER L. HRABAN. Stony Brook, New York; B.S. Electrical Engineering.
JOSEPH R. HUBER. Beverly, Ohio; B.S. Electrical Engineering.
EDWARD S. HUCK. Fond du Lac, Wisconsin; B.A. Psychology.

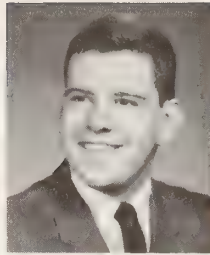


THOMAS G. HUDSON. River Edge, New Jersey; B.S. Electrical Engineering.
JOHN F. HUGHES. Moultrie, Georgia; B.B.A. Management.
MICHAEL D. HUGHES. Phoenix, Arizona; A.B. English.
JOHN P. HULLIHAN. Riverside, Illinois; B.S. Biology.

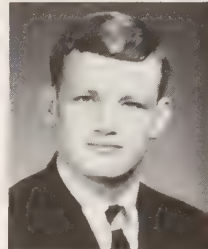
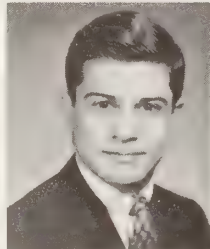


DENNIS A. HUNT. Huntington Station, New York; A.B. English.
JAMES V. HUSON. Northbrook, Illinois; B.S. Mechanical Engineering.
JAMES S. HUTCHINSON. Rockaway Park, New York; B.S. Mechanical Engineering.
KENNETH P. IPPOLITO. Clifton, New Jersey; A.B. Economics.

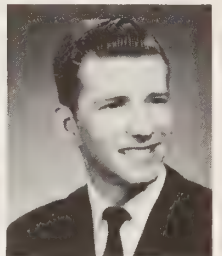
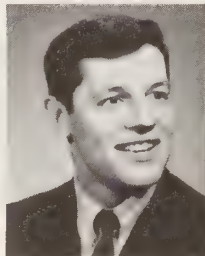
MICHAEL J. IRWIN. Washington, Illinois;
B.B.A. Marketing.
MICHAEL A. IZZO. Manhasset, New York; A.B.
History.
THOMAS R. JANSEN. Kokomo, Indiana; B.S.
Mechanical Engineering.
NORMAN P. JEDDELOH. Mishawaka, Indiana;
A.B. Economics.



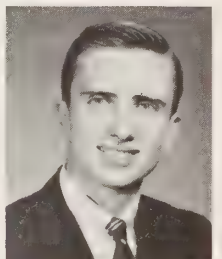
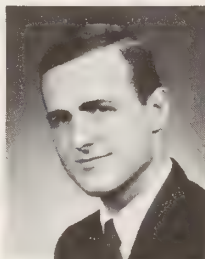
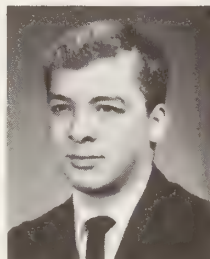
RICHARD S. JILOTY. Naperville, Illinois; A.B.
Psychology.
JAMES A. JOHNSON. Denver, Colorado; B.S.
Chemical Engineering.
KENNETH R. JOHNSON. Cleveland Heights,
Ohio; A.B. English.
ROBERT H. JOHNSON. Tulsa, Oklahoma; B.B.A.
Management.

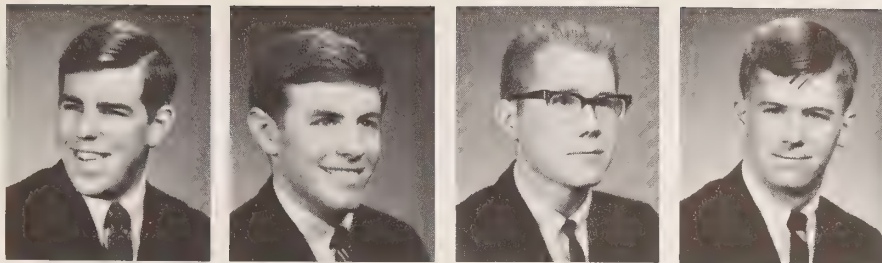


TERRY R. JOHNSON. Saint Louis, Missouri;
B.B.A. Management.
ROBERT P. JONES. Raytown, Missouri; B.S.
Preprofessional.
RONALD W. JONES. Joliet, Illinois; B.S.
Metallurgical Engineering.
THOMAS J. JONES, C.S.C. Notre Dame, In-
diana; A.B. History.

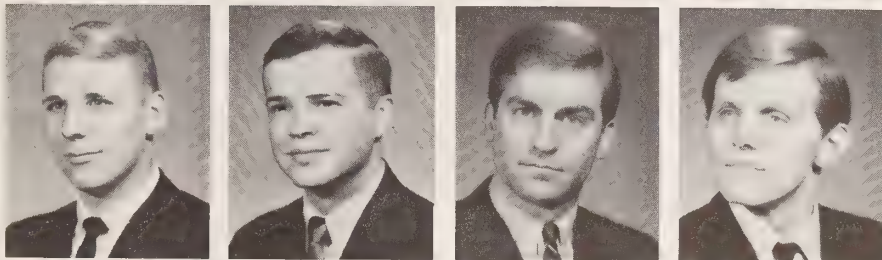


WILLIAM E. JONES. Gary, Indiana; A.B.
Modern Languages.
DANIEL V. JORDAN. Sycamore, Illinois; A.B.
English.
MICHAEL E. JORDAN. Albuquerque, New Mexi-
co; A.B. Government.
RICHARD A. JURJEVIC. Chicago, Illinois; B.S.
Aero-Space Engineering.

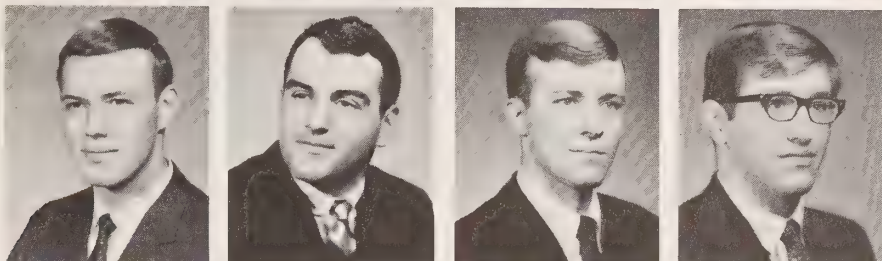




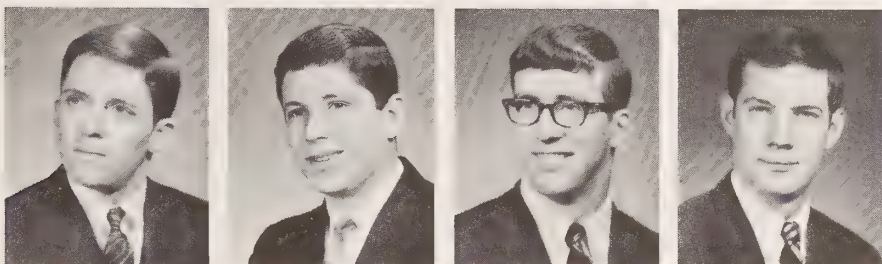
DAVID L. KABAT. Deerfield, Illinois; A.B.
Government.
KEVIN G. KADE. Manhasset, New York; B.B.A.
Finance.
PAUL J. KAISER. Euclid, Ohio; B.S.
Mathematics.
HERBERT C. KALER. Winchester, Massachusetts;
A.B. Aero-Space Engineering.



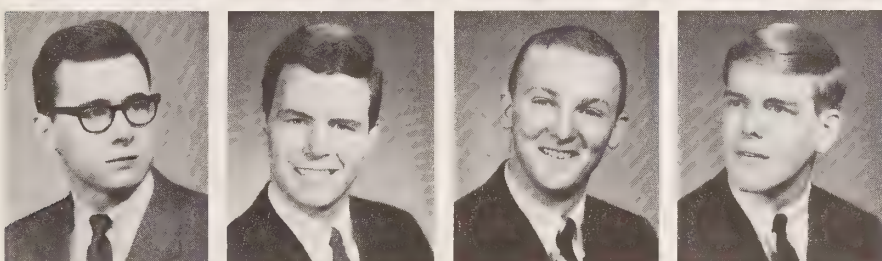
PATRICK J. KALLAL. Greenville, Illinois;
B.B.A. Finance.
JOHN F. KAMP. LeMars, Iowa; A.B.
Communication Arts.
THOMAS J. KAPACINSKAS. South Bend, In-
diana; LL.B. Law.
KARL L. KARANDY. Schenectady, New York;
B.S. Preprofessional.



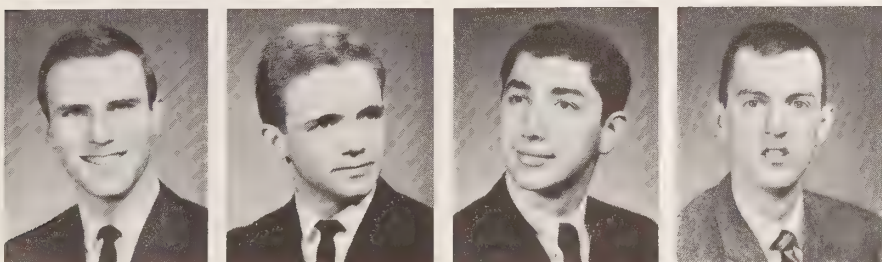
WILLIAM M. KARNES. Lombard, Illinois;
B.B.A. Finance.
JAMES P. KAROL. Chicago, Illinois; B.B.A.
Accounting.
THOMAS J. KASSIN. Michigan City, Indiana;
A.B. Government.
KENNETH N. KAST. Indianapolis, Indiana;
B.S. Mathematics.



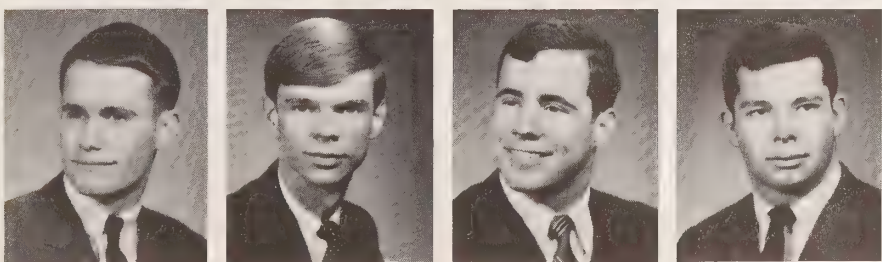
PATRICK J. KEENAN. Albany, Georgia; A.B.
Economics.
BRIAN F. KELLEHER. Garwood, New Jersey;
A.B. History.
MARK KELLEHER. Wethersfield, Connecticut;
A.B. Government.
BRIAN M. KELLER. Washington, D.C.; A.B.
Economics.



GREGORY J. KELLEY. Glen Ellyn, Illinois;
B.B.A. Marketing.
DENNIS M. KELLY. Cleveland, Ohio; LL.B.
Law.
DENNIS P. KELLY. Brooklyn, New York;
B.B.A. Accounting.
GEORGE J. KELLY. Riverside, Connecticut;
A.B. English.

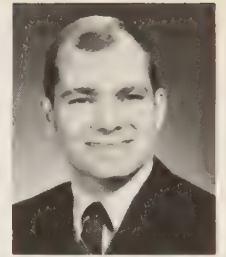
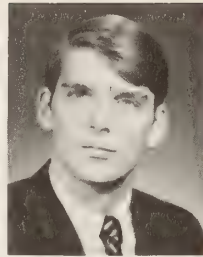
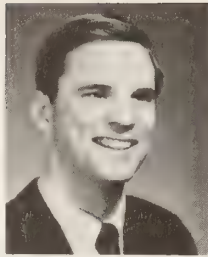


JOHN R. KELLY. Millington, New Jersey;
B.S. Aero-Space Engineering.
MARK D. KELLY. Deerfield, Illinois; B.B.A.
Marketing.
RICHARD T. KELLY. Chicago, Illinois; B.F.A.
Art.
TERRANCE R. KELLY. Decorah, Iowa; LL.B.
Law.



THOMAS A. KELLY. Orange, Texas; B.B.A.
Finance.
WILLIAM P. KELLY. Michigan City, Indiana;
A.B. Economics.
CHARLES P. KELSEY. Northfield, Illinois;
B.B.A. Marketing.
WILLIAM J. KENEALY. Chevy Chase, Maryland;
A.B. Communication Arts.

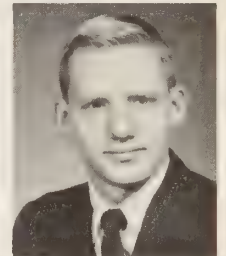
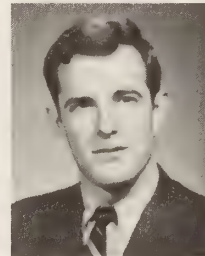
BRIAN J. KENNY. Great Neck, New York;
A.B. Aero-Space Engineering.
JEFFREY J. KENTON. McHenry, Illinois; B.B.A.
Finance.
RICHARD A. KEPNER, C.S.C. Notre Dame,
Indiana; A.B. English.
JOSEPH E. KERNAN. Washington, D.C.;
A.B. Government.



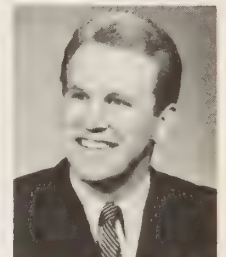
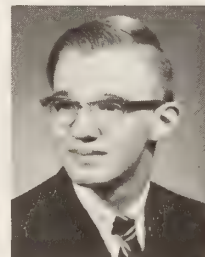
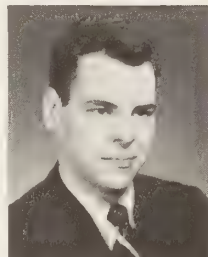
DAVID V. KERNICH. East Alton, Illinois;
B.B.A. Marketing.
RICHARD C. KEVIN. White Fish Bay, Wisconsin;
A.B. Psychology.
JEFFREY J. KEYES. Fort Lauderdale, Florida;
A.B. Government.
EDWARD F. KICKHAM. Saginaw, Michigan;
A.B. History.



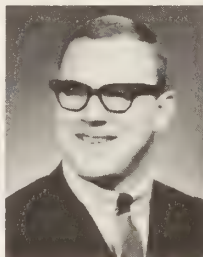
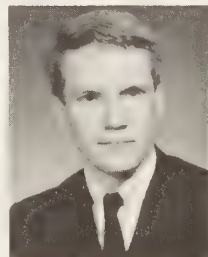
HAROLD J. KIENA. Staten Island, New York;
B.B.A. Finance.
DAVID L. KIL. Indianapolis, Indiana; A.B.
Psychology.
DAVID C. KILDUFF. Humboldt, Tennessee;
B.S. Physics.
DANIEL W. KIMBALL. Yonkers, New York;
B.B.A. Management.

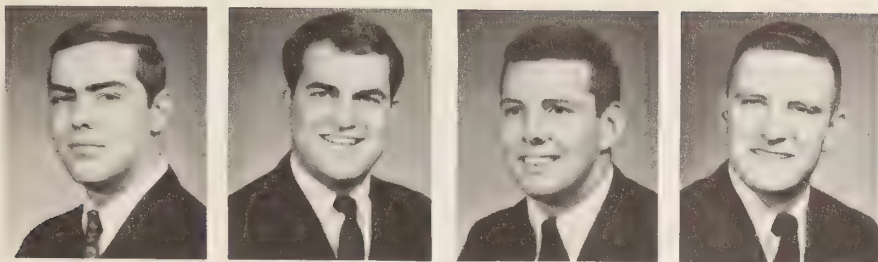


PETER T. KING. Jamaica, New York; LL.B.
Law.
STEPHEN L. KIRLIN. Buckingham, Iowa;
A.B. Philosophy.
GERALD H. KLEIN. Akron, Ohio; B.B.A.
Accounting.
RICHARD H. KLEIN. Dallas, Texas; A.B.
English.

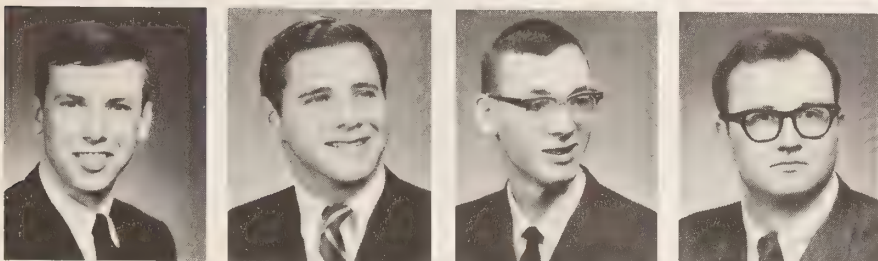


ARNOLD J. KLINGENBERG. Columbus, Ohio;
A.B. History.
EDWARD J. KNACK. South Bend, Indiana;
B.B.A. Marketing.
MACHAEL F. KNAPP. Oklahoma City, Oklahoma;
B.S. Chemical Engineering.
WILLIAM J. KNAPP. Sidney, New York; A.B.
Preprofessional.

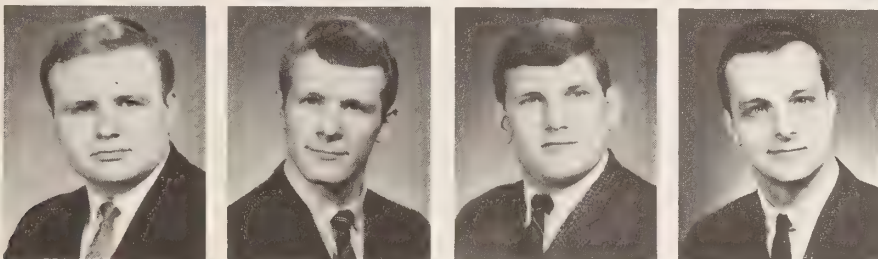




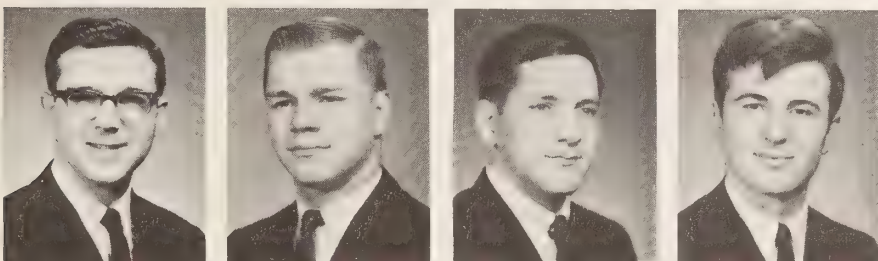
JAMES M. KNAUS. Detroit, Michigan; B.B.A. Management.
 THOMAS F. KNIGHT. Lincoln, Nebraska; B.S. Preprofessional.
 GERALD W. KNIPPER. Pensacola, Florida; B.B.A. Marketing.
 WALTER J. KNIPPER. Rochester, New York; B.B.A. Accounting.



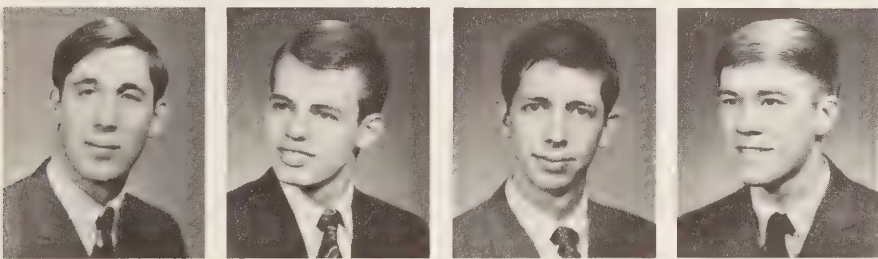
THOMAS K. KNOWLES. Chicago, Illinois; A.B. Sociology.
 RAFAEL E. KODESH. Santurce, Puerto Rico; A.B. Government.
 PETER M. KOGGE. Silver Spring, Maryland; B.S. Electrical Engineering.
 VINCENT L. KOHL, JR. Chicago, Illinois; A.B. English.



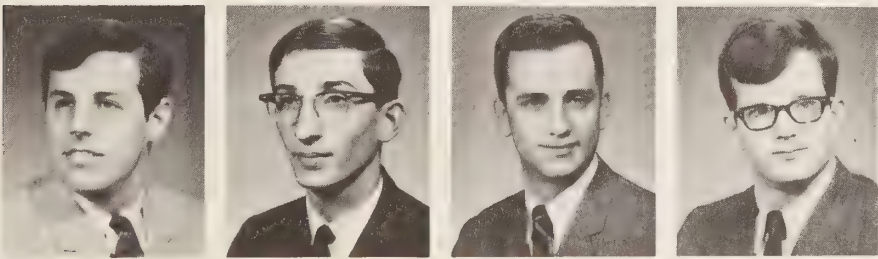
ROBERT L. KOHORST. Arcadia, Iowa; A.B. General Program.
 ALFRED J. KOLOM. Springfield, Illinois; B.S. Preprofessional.
 RUDOLPH A. KONIECZNY, JR. Fairview, Massachusetts; A.B. English.
 JAMES G. KOPER. Wayne, New Jersey; B.S. Electrical Engineering.



JOHN S. KORCSMAR. Olmsted Falls, Ohio; A.B. English.
 JOHN M. KORTE. Fort Wayne, Indiana; A.B. Government.
 MARK G. KOSLOW. East Chicago, Indiana; B.S. Physics.
 RICHARD E. KOTZENMACHER. South Bend, Indiana; A.B. Economics.



JOHN C. KOWALSKI. South Haven, Michigan; B.S. Biology.
 PETER G. KOYAK. Spring Valley, Illinois; A.B. Communication Arts.
 JOHN T. KRIESE. Dallas, Texas; B.S. Mechanical Engineering.
 ROLF P. KRISTIENSEN. York, Pennsylvania; A.B. Government.

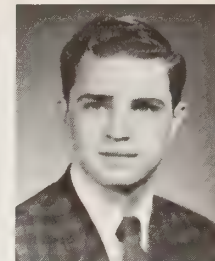
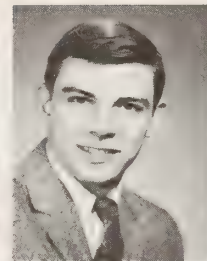
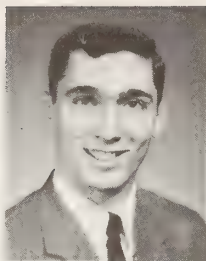


TIMOTHY W. KRISTL. Warsaw, Indiana; LL.B. Law.
 STEPHEN P. KRIZMANICH. South Bend, Indiana; A.B. History.
 MICHAEL A. KRONK. Detroit, Michigan; A.B. Government.
 THOMAS K. KRULL. Webster Grove, Missouri; B.S. Physics.

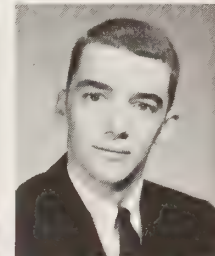
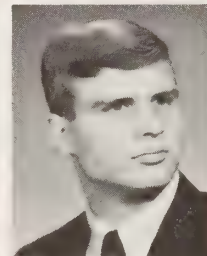
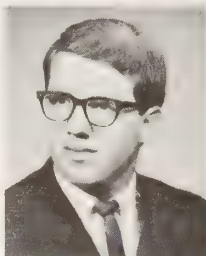


ROBERT C. KUBIAK. Rochester, New York; B.S. Mechanical Engineering.
 JOHN A. KUKANKOS. Maywood, Illinois; A.B. English.
 MICHAEL H. KUNDERT. Appleton, Wisconsin; B.B.A. Accounting.
 STEVEN A. KUROWSKI. Gary, Indiana; A.B. Modern Languages.

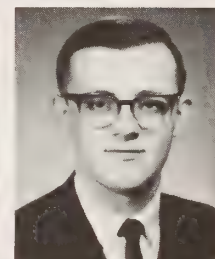
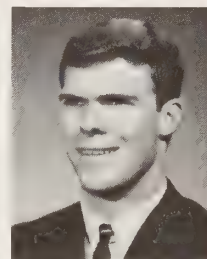
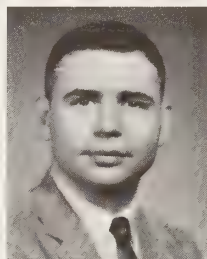
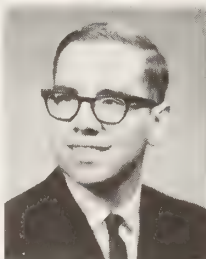
RONALD P. KURTZ. Allentown, New Jersey;
B.B.A. Marketing.
MICHAEL A. KUZMICH. South Bend, Indiana;
B.S. Mechanical Engineering.
KENNETH J. LADNY. Bayonne, New Jersey;
B.B.A. Accounting.
WILLIAM T. LAFFEY. Pittsburgh, Pennsylvania;
A.B. Government.



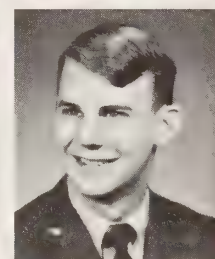
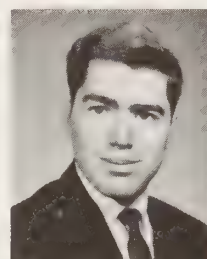
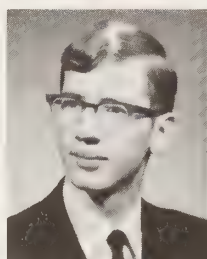
MICHAEL J. LAFLIN. Clayton, Missouri; B.S.
Chemistry.
RICHARD L. LAFRANCE. Westport, Massachu-
setts; B.B.A. Management.
BRIAN J. LAKE. Michigan City, Indiana; A.B.
Government.
JAY R. LAMARCHE. Manchester, New Hamp-
shire; B.B.A. Accounting.



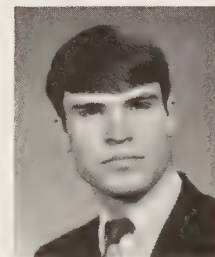
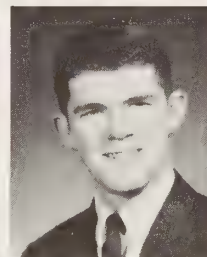
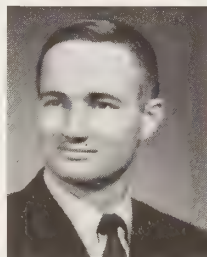
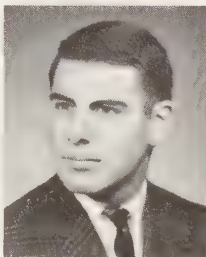
DAVID W. LANDO. Schenectady, New York;
B.S. Aero-Space Engineering.
THOMAS R. LANGAN. White Plains, New York;
B.B.A. Accounting.
LAWRENCE R. LANGE. Michigan City, Indiana;
B.B.A. Management.
RONALD L. LANGMACHER. Mentor, Ohio; A.B.
History.



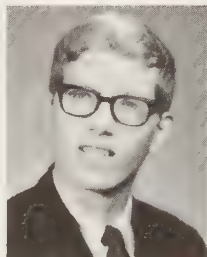
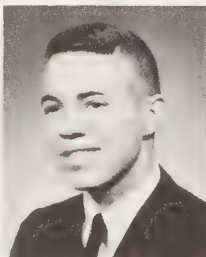
ROBERT S. LAPLANTE. Evansville, Indiana;
A.B. History.
GERALD R. LAREAU. Indianapolis; Indiana;
A.B. English.
PETER J. LAREDDOLA. Elmhurst, New York;
B.B.A. Finance.
RONALD A. LARIMER. Charlotte, North Caro-
lina; B.B.A. Finance.



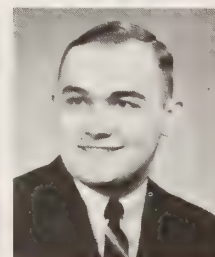
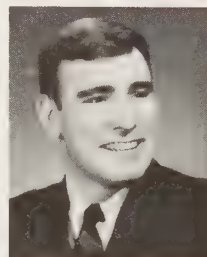
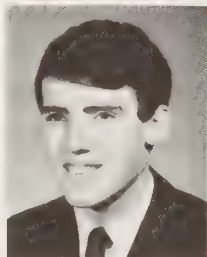
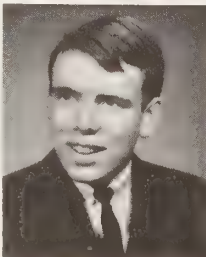
JAMES R. LARKIN. Pompton Plains, New Jer-
sey; B.S. Chemical Engineering.
TERRANCE E. LARKIN. Pierce City, Missouri;
B.S. Civil Engineering.
KENNETH P. LARSON. New Hyde Park, New
York; B.B.A. Accounting.
ROBERT H. LARSON. Alexandria, Virginia;
B.S. Electrical Engineering.

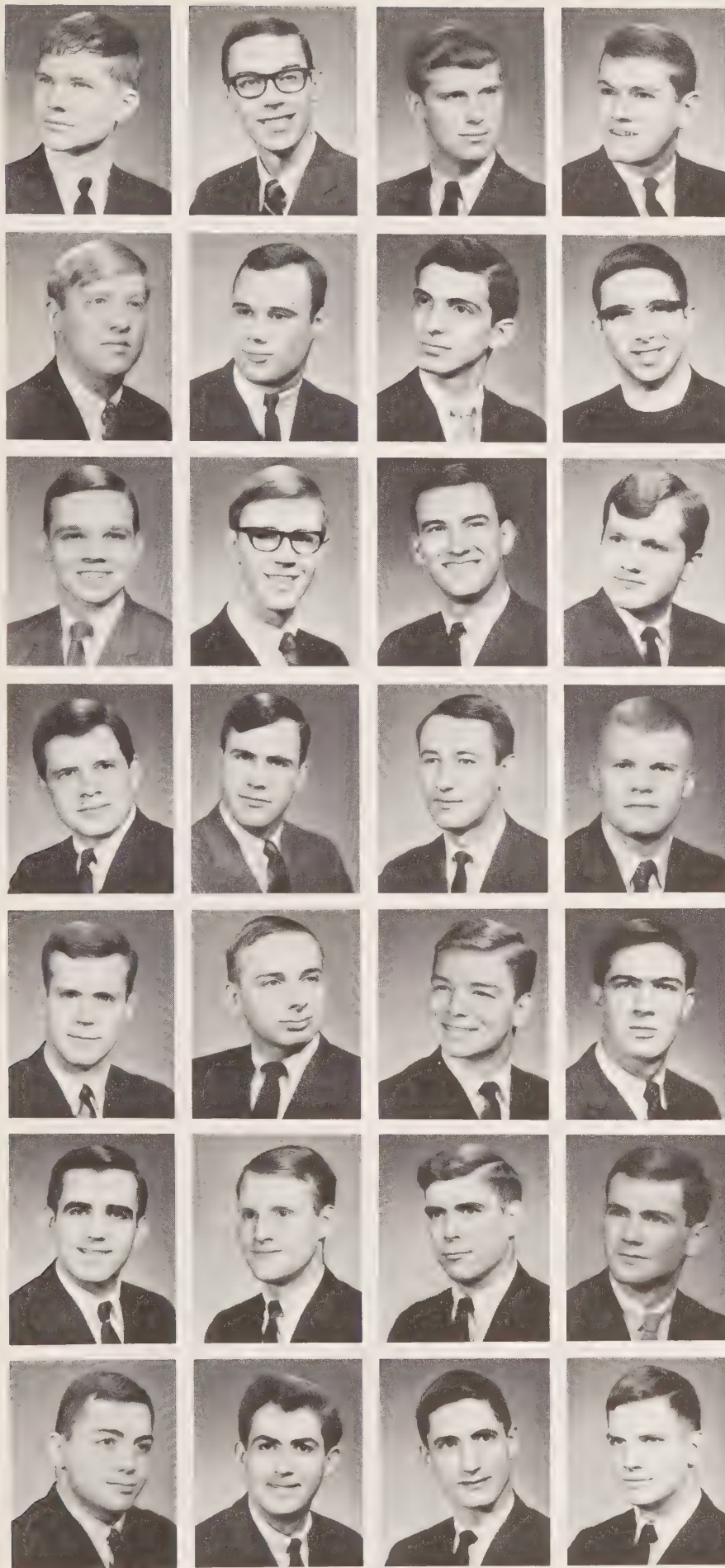


JAMES D. LA TERZA. San Jose, California;
A.B. History.
JOSEPH P. LAVELLE. Detroit, Michigan; B.S.
Physics.
JOHN M. LAVIN. Schenectady, New York; B.S.
Electrical Engineering.
KEVIN J. LAVIN. Buffalo, New York; A.B.
Mechanical Engineering.



DESMOND F. LAWLER. Valley Cottage, New
York; B.S. Civil Engineering.
WILLIAM J. LEAHY. Dorchester, Massachusetts;
A.B. Government.
JOSEPH M. LEE. Leitchfield, Kentucky; B.S.
Preprofessional.
HARRY K. LEFOLDT, JR. Jackson, Mississippi;
B.B.A. Accounting.





JAMES D. LEGER, JR. Eureka, California;
B.B.A. Accounting.
MICHAEL G. LEHAN. Dunlap, Iowa; A.B.
General Program.
ARTHUR J. LENDO. Yardley, Pennsylvania;
B.B.A. Finance.
THOMAS J. LENNON. Brooklyn, New York;
B.S. Mathematics.

DAVID C. LENSING. Lake Providence, Louisiana;
A.B. Economics.
FRANCIS L. LENSKI. Peru, Illinois; A.B.
History.
ALFRED J. LEOTTA. New Hyde Park, New
York; A.B. Philosophy.
BRUCE LESCHER, C.S.C. Notre Dame, Indiana;
A.B. English.

JOHN J. LESKO. Clifton, New Jersey; B.B.A.
Marketing.
WILLIAM G. LESPERANCE. Essexville, Michigan;
B.Arch. Architecture.
EDWARD L. LEWIS. Jersey City, New Jersey;
A.B. Economics.
P. TIMOTHY LEWIS. Gary, Indiana; A.B.
Psychology.

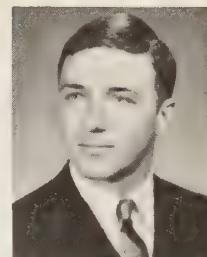
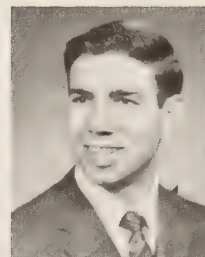
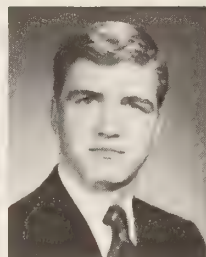
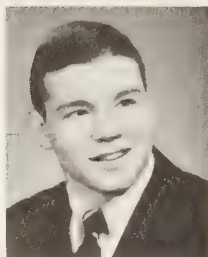
JOHN J. LIBS. Benton Harbor, Michigan;
B.B.A. Marketing.
JAMES M. LIEBHERR. Toledo, Ohio; A.B.
English.
EDWARD T. LIEBLER. Terre Haute, Indiana;
B.B.A. Accounting.
MARK A. LIES. Riverside, Illinois; A.B.
History.

WILLIAM S. LINEHAN. Hillcrest Height, Mary-
land; B.B.A. Accounting.
TERRENCE G. LINNERT. Gates Mills, Ohio;
B.S. Electrical Engineering.
JAMES A. LISKA. Sewickley, Pennsylvania;
B.B.A. Accounting.
CARL P. LITTRELL. Louisiana, Missouri; B.S.
Civil Engineering.

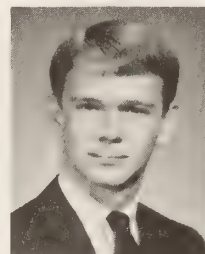
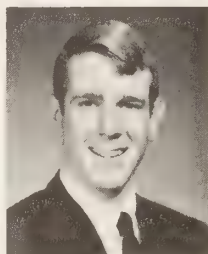
THOMAS M. LOARIE. Deerfield, Illinois; B.S.
Mechanical Engineering.
JAMES J. LOCHER. Monticello, Iowa; A.B.
English.
JOHN F. LOCHER. Cedar Rapids, Iowa; A.B.
Government.
PATRICK J. LONG. Irvington, New Jersey; B.S.
Aero-Space Engineering.

JOHN A. LONGHI. Larchmont, New York; B.S.
Geology.
OWEN M. LOPEZ. Albuquerque, New Mexico;
LL.B. Law.
JEREMY B. LORDAN. Joliet, Illinois; B.S.
Chemical Engineering.
RICHARD W. LORENZ. Shelbyville, Indiana;
B.S. Preprofessional.

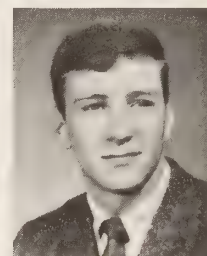
JAMES M. LOVERDE. Melrose Park, Illinois;
A.B. English.
DOUGLAS S. LUBBERS. Ardsley, New York;
B.S. Aero-Space Engineering.
BENEDICT J. LUCCHESI. White Plains, New
York; B.B.A. Marketing.
DANIEL E. LUNGREN. Longbeach, California;
A.B. English.



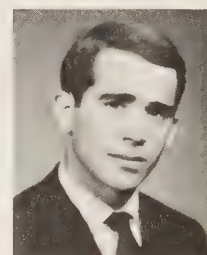
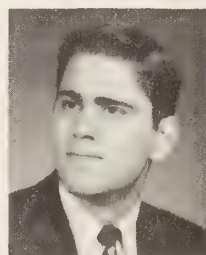
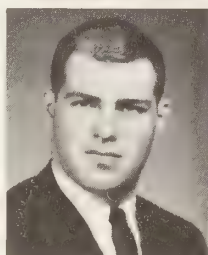
RICHARD E. LYMAN. Bethesda, Maryland;
A.B. English.
DAVID E. LYNCH. Toledo, Ohio; B. S.
Mechanical Engineering.
JOHN K. LYNCH. Jacksonville, Florida; Me-
chanical Engineering.
JAMES V. LYSAUGHT. Michigan City; B.S.
Electrical Engineering.



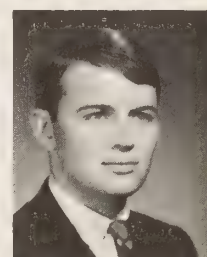
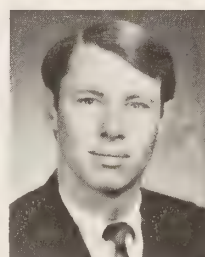
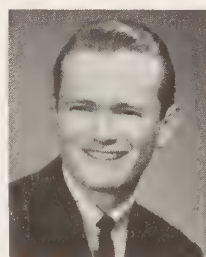
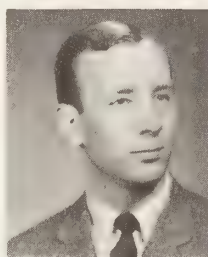
JOHN W. MACGILVRAY. Kankakee, Illinois;
B.B.A. Management.
LAWRENCE A. MACIARIELLO. Mechanicville, New
York; B.B.A. Management.
DUNCAN R. MACINTOSH. Manhasset, New
York; B.S. Electrical Engineering.
MICHAEL H. MACKIN. Kankakee, Illinois; B.S.
Mechanical Engineering.

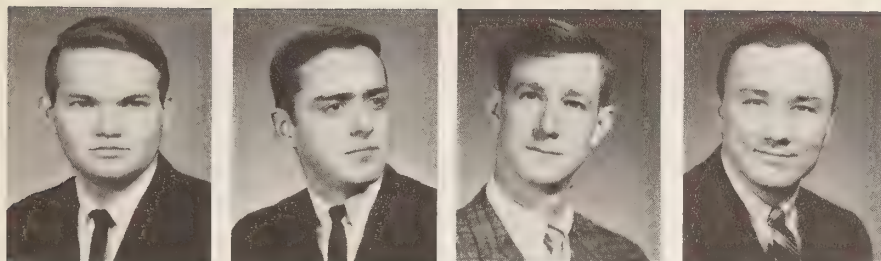


THOMAS F. MADDEN. Libertyville, Illinois;
B.B.A. Accounting.
STEVE J. MADONNA. New Providence; New
Jersey; LL.B. Law.
RICHARD E. MAGINN. Massena, New York;
B.B.A. Management.
GERARD A. MAGLIO. Scarsdale, New York;
A.B. Economics.

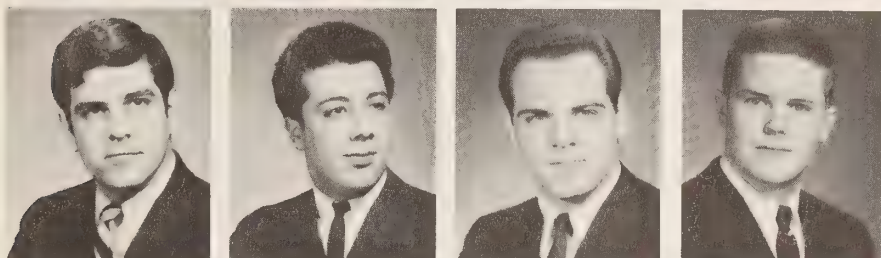


BERNARD L. MAHALAK. Wyandotte, Michigan;
B.B.A. Accounting.
SEAN P. MAHAR. Pasadena, Texas; A.B.
Government.
CHARLES J. MAHER. Miami, Florida; B.F.A.
Art.
PATRICK J. MALLOY. Tulsa, Oklahoma; A.B.
Government.

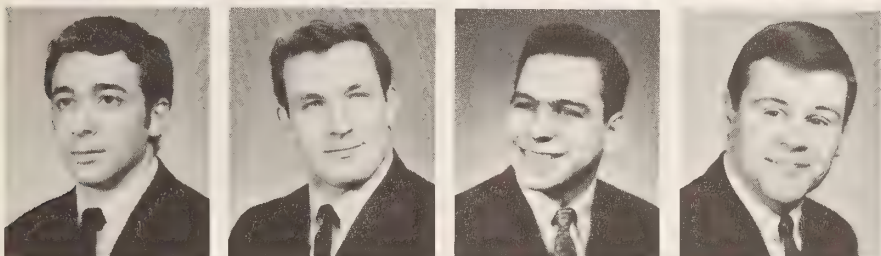




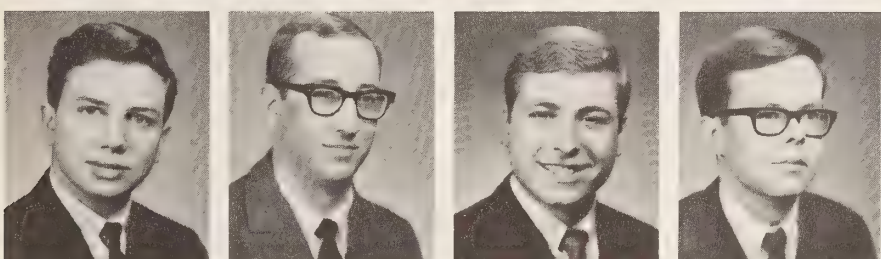
LAWRENCE D. MALONEY. Kittanning, Pennsylvania; A.B. Communication Arts.
JAMES P. MALOOLY. Glenview, Illinois; B.B.A. Management.
JOSEPH B. MANNELLY, JR. Augusta, Georgia; B.B.A. Finance.
RICHARD L. MANNINO. Niles, Illinois; LL.B. Law.



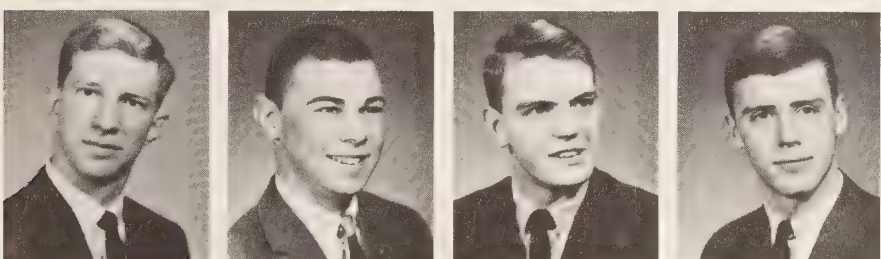
ALFRED MANSOUR, JR. LaGrange, Georgia; B.B.A. Finance.
OLIVER J. MARCELLI. Red Bank, New Jersey; A.B. Government.
KENNETH R. MARINO. Corapolis, Pennsylvania; B.S. Geology.
EDWARD J. MARSH. Park Ridge, Illinois; A.B. Government.



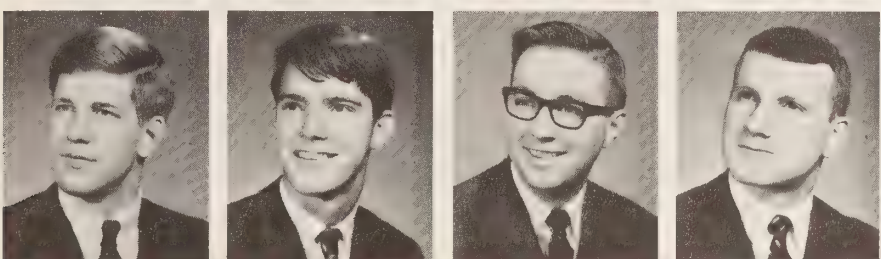
VINCENT A. MARSICANO. New York, New York; A.B. English.
DAVID K. MARTIN. Shawnee Mission, Kansas; A.B. Economics.
ANTHONY C. MARTINO. Utica, New York; B.Arch. Architecture.
FRANK C. MASHUDA. Lyndhurst, Ohio; A.B. English.



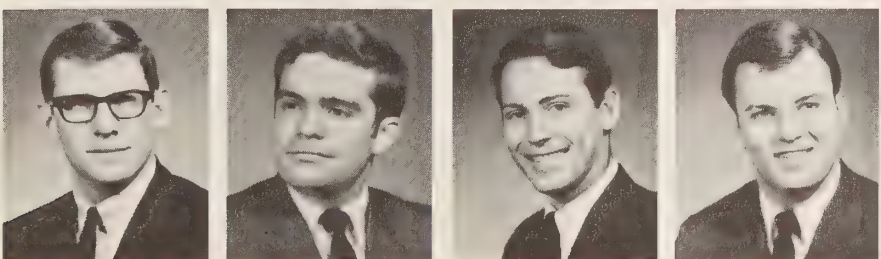
JOHN M. MASLEY. Auburn, New York; B.S. Mathematics.
LAURIE N. MATIASOVICH, JR. Watsonville, California; B.S. Preprofessional.
CHARLES M. MATTEI. Avoca, Pennsylvania; B.S. Civil Engineering.
JOHN H. MAVES. Grand Forks, North Dakota; B.Arch. Architecture.



MICHAEL P. MAY. Aurora, Illinois; B.S. Mechanical Engineering.
ROBERT J. MAY. Williamsville, New York; B.S. Aero-Space Engineering.
MICHAEL X. MCADAMS. Montclair, New Jersey; A.B. English.
JOSEPH A. MCCARDLE, JR. South Bend, Indiana; B.B.A. Marketing.



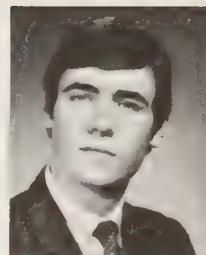
JERROLD J. MCCABE. Grand Rapids, Michigan; A.B. Economics.
LAWRENCE F. MCCAFFERY. Aurora, California; A.B. Government.
WILLIAM J. MCCAFFREY, JR. Milton, Massachusetts; B.S. Mechanical Engineering.
THOMAS W. MCCANN. Chicago Illinois; A.B. Philosophy.



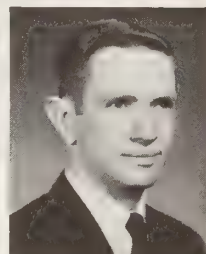
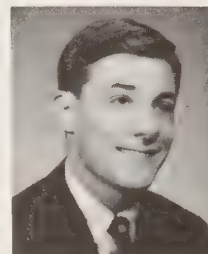
BRIAN J. MCCARTHY. Verona, New Jersey; B.S. Mechanical Engineering.
BRIAN T. MCCARTHY. North Augusta, South Carolina; A.B. English.
DAVID W. MCCARTHY. Hickville, New York; LL.B. Law.
JAMES R. MCCARTHY. Terre Haute, Indiana; A.B. Government.



KEVIN R. MCCARTHY. St. Louis, Missouri;
A.B. English.
MICHAEL DENNIS MCCARTHY. Elwood Park,
Illinois; A.B. Preprofessional.



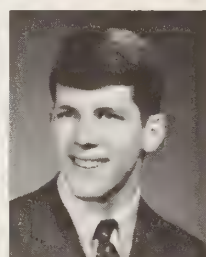
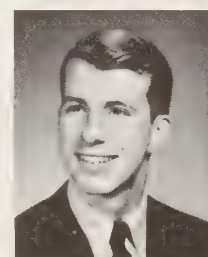
MICHAEL C. MCCARTHY. Rockville, Maryland;
A.B. Psychology.
THOMAS I. MCCLORY. Chicago, Illinois; A.B.
Economics.



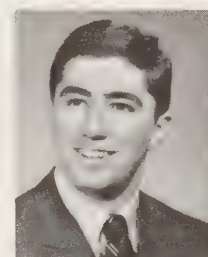
THOMAS D. MCCLOSKEY, JR. Wynewood, Penn-
sylvania; A.B. History.
MICHAEL T. MCCORMICK. Honolulu, Hawaii;
A.B. Economics.



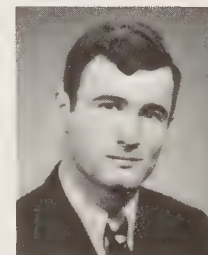
STEVEN D. MCCORMICK. St. Louis, Missouri;
A.B. Economics.
JACK T. MCCOY. Medford Lakes, New Jersey;
B.S. Chemical Engineering.



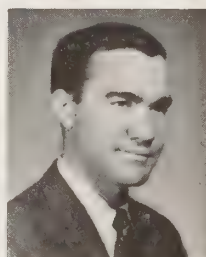
JAMES J. MCCOY. Niles, Ohio; B.S.
Preprofessional.
DAVID MCCrackEN. North Tonawanda, New
York; B.S. Biology.

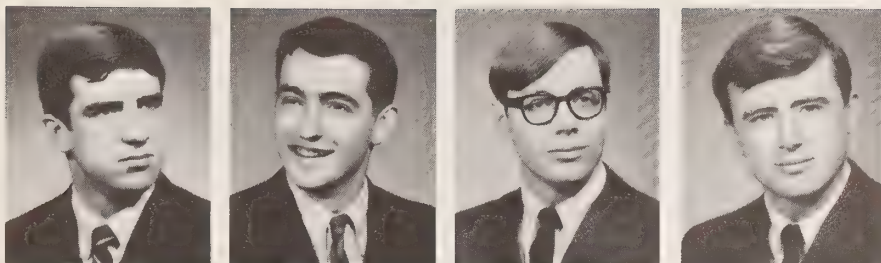


JAMES A. MCCUE. Shrewsbury, New Jersey;
A.B. History.
MICHAEL FRANCIS MCCULLOUGH. South Bend,
Indiana; A.B. English.

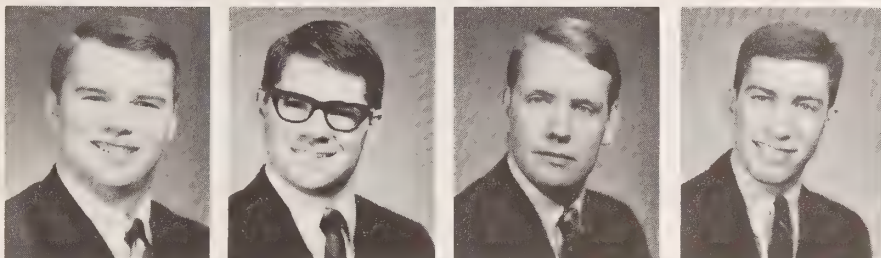


ROBERT S. MCDANIEL. Clayton, Missouri; B.S.
Chemistry.
THOMAS MCDERMOTT. Grand Rapids, Michi-
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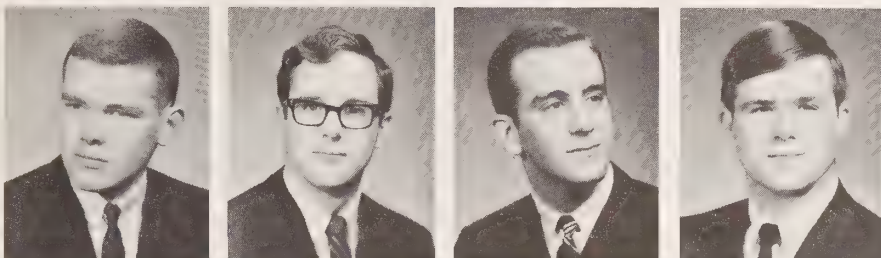




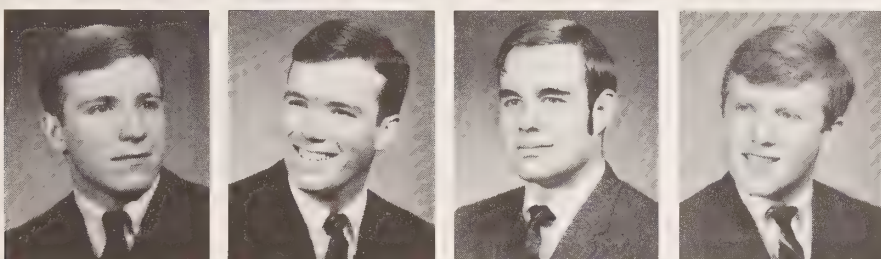
JOSEPH W. McDONALD. Wappingers Falls, New York; B.B.A. Finance.
ROBERT K. McDONALD. Falmouth, Massachusetts; B.B.A. Finance.
SAMUEL G. McDONALD. Alexandria, Virginia; B.S. Metallurgy.
MICHAEL T. MCGARRY. Schenectady, New York; A.B. English.



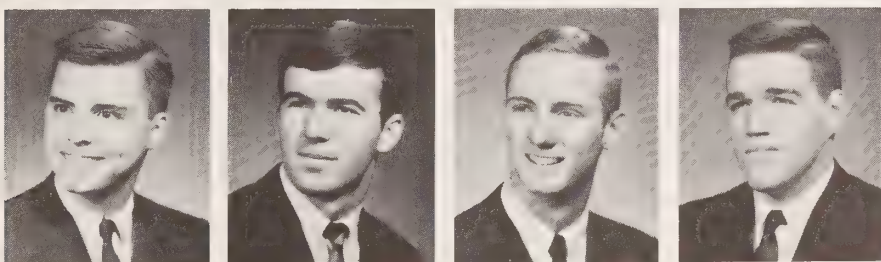
MICHAEL R. MCGILL. Hammond, Indiana; A.B. Economics.
MATTHEW L. MCGOUGH. Florence, Alabama; B.B.A. Management.
T. DAVID MCGOVERN. Barrington, Illinois; A.B. Communication Arts.
JOHN JOSEPH MCGRATH. Oak Park, Illinois; A.B. Philosophy.



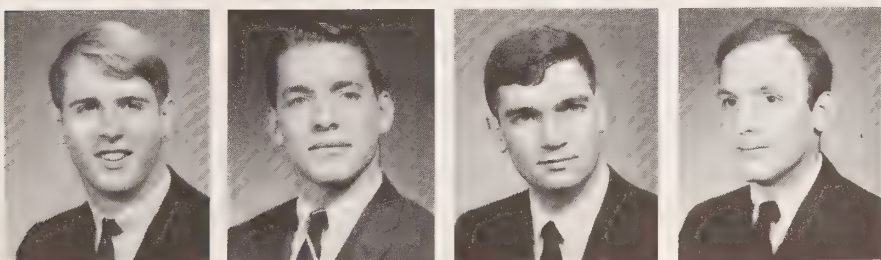
THOMAS J. MCGRATH. Westwood, New Jersey; B.S. Chemical Engineering.
TIM J. MCGREEVY. Sioux Falls, South Dakota; A.B. Government.
AUSTIN REGAN MCGUAN. Chicago, Illinois; B.S. Preprofessional.
MICHAEL O. MCHARG. Cranford, New Jersey; B.S. Mechanical Engineering.



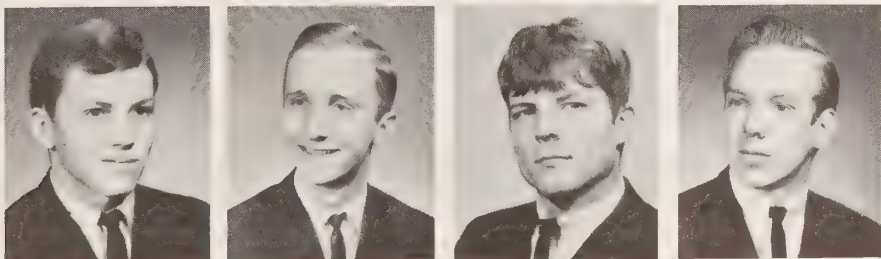
MICHAEL P. MCINTYRE. Allentown, Pennsylvania; A.B. History.
THOMAS E. MCKENNA. Chicago, Illinois; A.B. Sociology.
THOMAS E. MCKENNA. Madison, Indiana; A.B. English.
MICHAEL J. MCKEON. Anaconda, Montana; A.B. Communication Arts.



PATRICK J. MCMAHON. Forest Hills, New York; A.B. Economics.
BRIAN J. MCMANUS. Utica, New York; A.B. Government.
MICHAEL P. MCMULLAN. Albuquerque, New Mexico; A.B. Economics.
LEONARD L. MCNULTY. South Bend, Indiana; A.B. History.



RICHARD F. MCPARTLIN. Chicago, Illinois; B.S. Preprofessional.
JOHN Q. MCSHANE. University City, Missouri; A.B. Psychology.
EUGENE T. MCSWEENEY. Needham, Massachusetts; B.B.A. Management.
J. BRIAN MCTIGUE. Fort Dodge, Iowa; A.B. History.

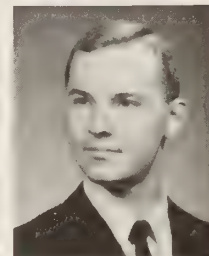
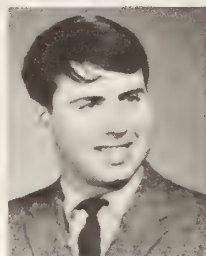
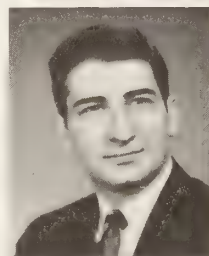


JOHN M. MEANY. Garden City, New York; A.B. Economics.
EDWARD A. MEATHE. Whittier, California; B.S. Electrical Engineering.
FRANK M. MELEWICZ. Castro Valley, California; B.S. Preprofessional.
RANDALL C. MELZER. Menasha, Wisconsin; B.B.A. Management.

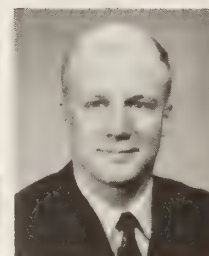
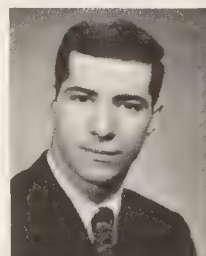
RONALD N. MENICHETTI. Endicott, New York;
B.B.A. Management.
FRANCIS W. MENTONE. Chicago, Illinois; A.B.
Sociology.
RONALD A. MESSINA. Shrewsbury, New Jersey;
A.B. Government.
ROBERT W. METZ. Ridgefield Park, New Jer-
sey; B.S. Physics.



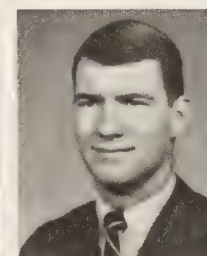
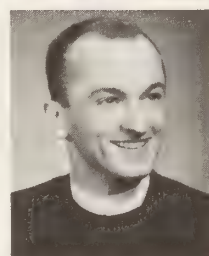
WAYNE J. MICEK. Chicago, Illinois; B.B.A.
Management.
PATRICK G. MICHAELS. Fort Wayne, Indiana;
B.B.A. Accounting.
JAMES F. MIGAS. Amherst Junction, Wiscon-
sin; A.B. Government.
PHILIP J. MIKA. Youngstown, Ohio; B.S.
Preprofessional.



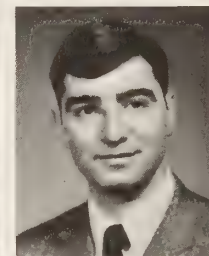
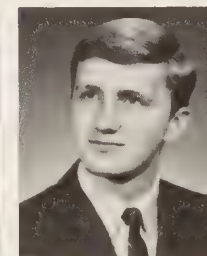
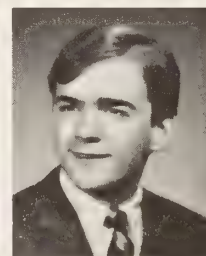
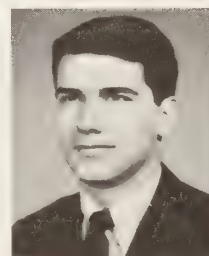
THOMAS A. MIKLUSAK. Hammond, Indiana;
A.B. Preprofessional.
JOHN G. MILCETICH. Alliance, Ohio; B.S.
Mathematics.
E. LAWRENCE MILLER. Mishawaka, Indiana;
LL.B. Law.
JOHN M. MILLER. Detroit, Michigan; B.S.
Chemistry.



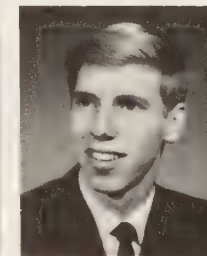
JOHN T. MILLER, C.S.C. Notre Dame, Indiana;
A.B. English.
WILLIAM F. MILLER. Bronx, New York; B.B.A.
Marketing.
THOMAS J. MINGEY. Media, Pennsylvania; B.S.
Civil Engineering.
MICHAEL H. MINTON. Mount Prospect, Illinois;
A.B. English.



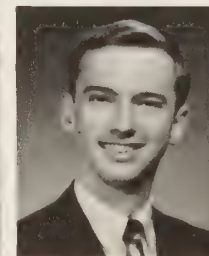
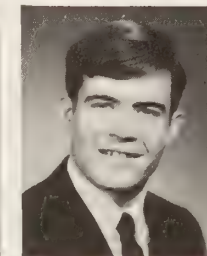
SAMUEL P. MISURACA. Detroit, Michigan;
B.B.A. Finance.
JAMES A. MIZERNY. Toledo, Ohio; A.B.
General Program.
JOHN J. MOLINELLI. Rock Island, Illinois;
B.B.A. Finance.
JOSEPH W. MONACO. Butler, Pennsylvania;
B.B.A. Marketing.

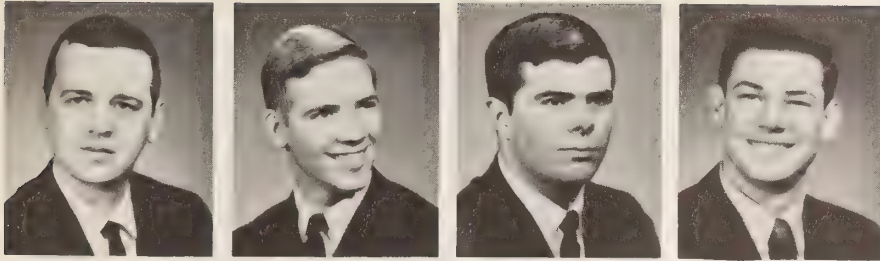


JAMES D. MOONEY. Ridgefield Park, New Jer-
sey; B.S. Electrical Engineering.
MICHAEL T. MOORE. Lima, Ohio; A.B.
English.
THOMAS P. MOORE. Elmwood Park, Illinois;
B.B.A. Accounting.
THOMAS S. MOORE. River Forest, Illinois; A.B.
Communication Arts.

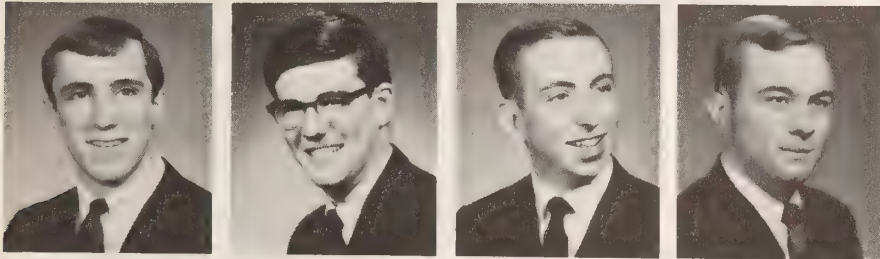


VIRLYN B. MOORE. Atlanta, Georgia; A.B.
History.
JOHN D. MORAN. Peabody, Massachusetts;
A.B. Economics.
JOSEPH T. MORAN. Mount Prospect, Illinois;
A.B. General Program.
G. WILLIAM MORDAN. Cherry Hill, New Jersey;
B.S. Aero-Space Engineering.

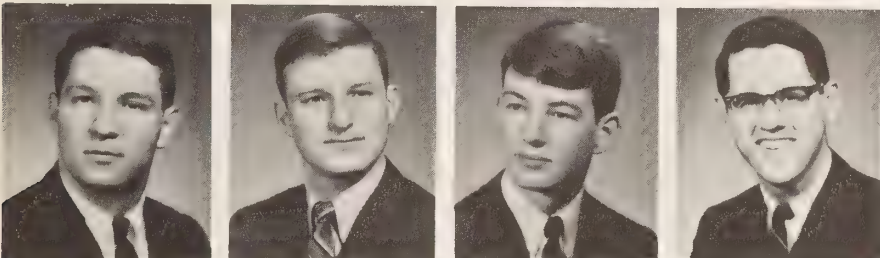




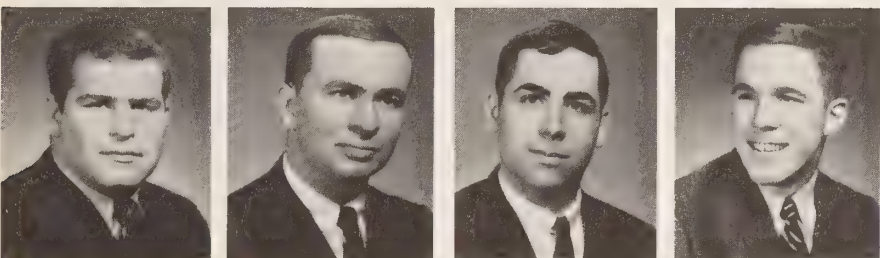
WILLARD C. MORREY, JR. Riverdale, Illinois;
B.S. Physics.
PETER R. MORRIS. Columbus, Ohio; B.S.
Mechanical Engineering.
ALFRED M. MORRISON. Corry, Pennsylvania;
B.S. Aero-Space Engineering.
J. DENNIS MORRISSEY. Little Rock, Arkansas;
A.B. General Program.



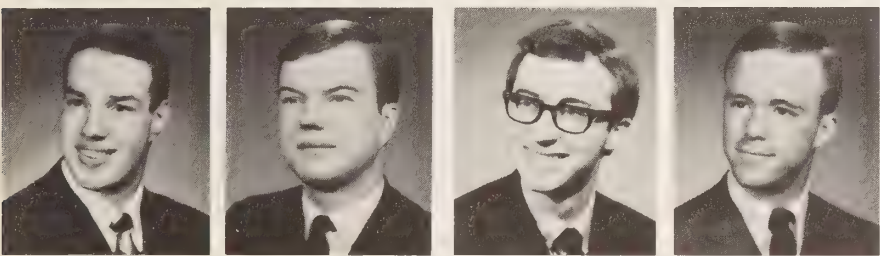
TIMOTHY H. MORRISSEY. Edina, Minnesota;
A.B. Sociology.
PHILIP G. MORROW. Louisville, Kentucky;
B.S. Preprofessional.
JOHN A. MOUNTCASTLE. Merrick, New York;
B.B.A. Management.
WALTER E. MOXHAM, JR. Wilson, New York;
A.B. Government.



FRANK H. MOYE. Greenville, North Carolina;
A.B. Economics.
BRIAN R. MUDD. Baraboo, Wisconsin; B.B.A.
Accounting.
JAMES K. MULDOON. Sausalito, California;
A.B. Economics.
JAMES H. MULFLUR. Sault Sainte Marie,
Ontario; B.S. Mathematics.



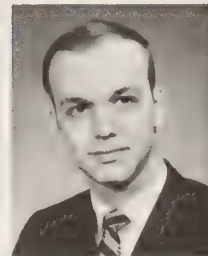
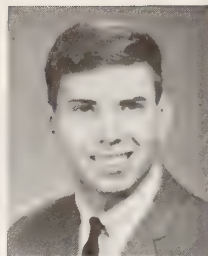
JOHN F. MULHALL. Bethesda, Maryland; A.B.
Economics.
JAMES A. MULHERN. Drexel Hill, Pennsylvania;
B.S. Geology.
TERRENCE E. MULLAN. East Durham, New
York; B.B.A. Management.
JOHN T. MULLIGAN. Shaker Heights, Ohio;
A.B. History.



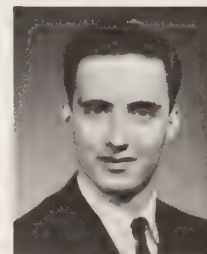
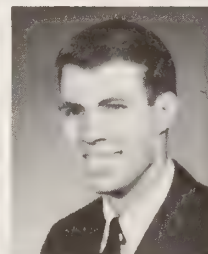
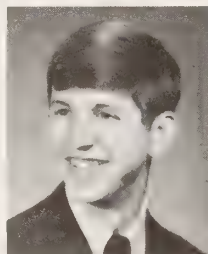
THOMAS F. MULLIGAN. Naperville, Illinois;
B.S. Civil Engineering.
BRIAN F. MULLIN. Ayer, Massachusetts;
B.B.A. Finance.
MICHAEL J. MULLINS. Tacoma, Washington;
B.B.A. Finance.
STEPHEN R. MULVIHILL. Kankakee, Illinois;
B.Arch. Architecture.



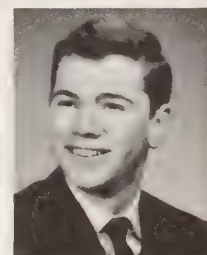
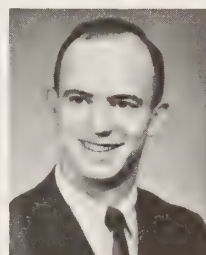
RAYMOND P. MUNCHMEYER. New Hyde Park,
New York; B.B.A. Management.
RICHARD J. MUNSCH. Pittsburgh, Pennsylvania;
A.B. History.
RICHARD A. MURLEY, JR. New Orleans,
Louisiana; B.S. Civil Engineering.
EDWARD S. MURPHY. Dixon, Illinois; B.S.
Preprofessional.



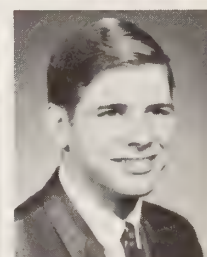
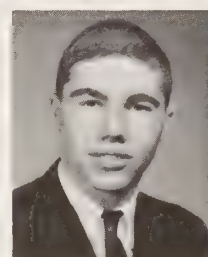
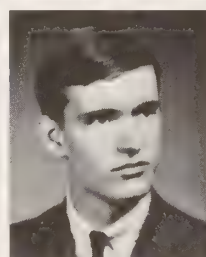
JAMES D. MURPHY. Pittsburgh, Pennsylvania;
A.B. English.
JOHN B. MURPHY. St. Louis, Missouri;
B.S. Preprofessional.
MURLAN J. MURPHY. Shaker Heights, Ohio;
B.S. Chemical Engineering.
ROBERT J. MURPHY. Chicago, Illinois;
B.B.A. Accounting.



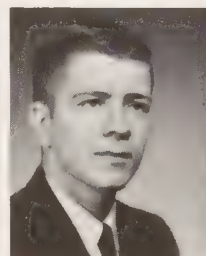
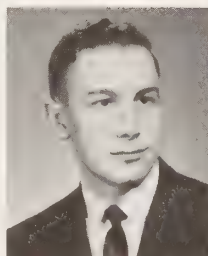
THOMAS E. MURPHY. Kensington, Maryland;
B.S. Preprofessional.
FRANCIS O. MURRAY. Newburyport, Massachu-
setts; B.Arch. Architecture.
FREDERICK O. MURRAY. Granada Hills,
California; B.B.A. Management.
JEREMIAH J. MURRAY. Rochester, New York;
B.S. Mechanical Engineering.



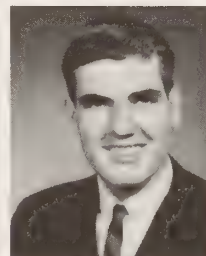
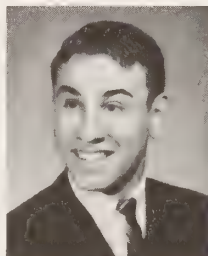
MICHAEL D. MURRAY. Grosse Pointe Woods,
Michigan; A.B. Government.
MICHAEL F. MURTAUGH. Melrose Park, Illinois;
A.B. History.
BRIAN F. MUSKUS. Sidney, Ohio; B.S.
Aero-Space Engineering.
JOHN W. MUZYKA. East Meadow, New York;
A.B. Psychology.



JOHN T. MYERS. New Cumberland, Pennsyl-
vania; B.B.A. Accounting.
RUSSELL F. MEYERS. Morton, Illinois;
B.B.A. Management.
STEPHEN C. MYERS. Streator, Illinois; A.B.
Government.
RAYMOND L. MYLOTT, JR. Fair Haven, New
Jersey; B.B.A. Management.

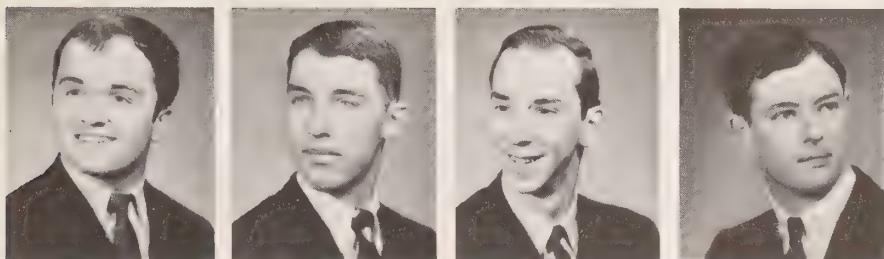


RALPH G. NEAS. Brookfield, Wisconsin;
A.B. History.
THEODORE H. NEBEL. Oak Park, Illinois; A.B.
Economics.
THOMAS L. NELSON. Chicago, Illinois; B.S.
Chemical Engineering.
ROBERT J. NENOFF. Greensburg, Pennsylvania;
B.B.A. Management.

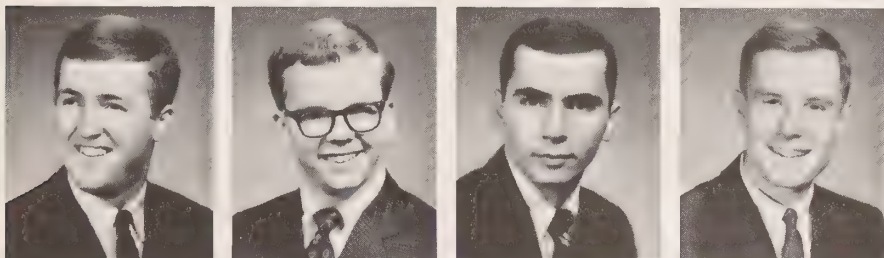


CHARLES J. NEUHAUSER. Potomac, Maryland;
B.S. Electrical Engineering.
DAVID J. NEUMAN. Bucyrus, Ohio; A.B.
Architecture.
PAUL F. NEUMAN. Needham, Massachusetts;
B.B.A. Finance.
LEO G. NIEDERMAN. Tucson, Arizona;
B.S. Preprofessional.

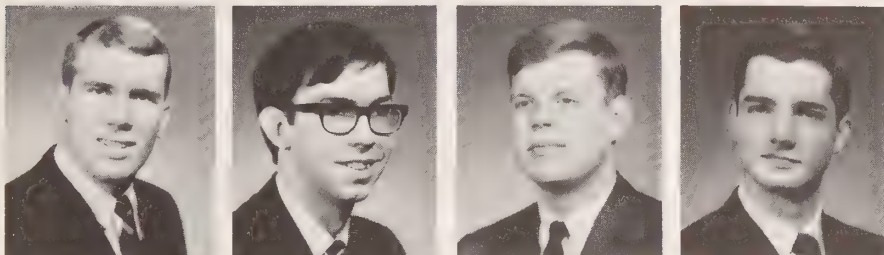




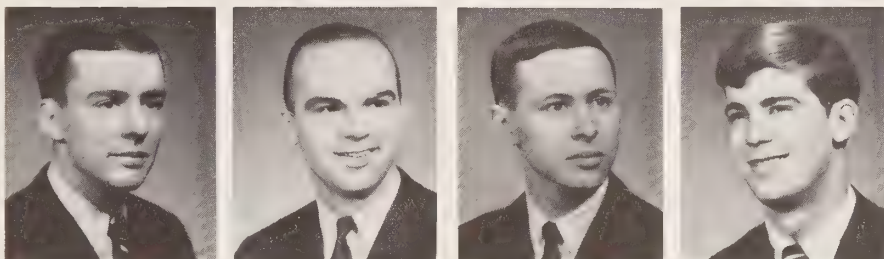
JOHN A. NIEMITZ. Elm Grove, Wisconsin;
A.B. Sociology.
LEONARD E. NIESSEN. Great Neck, New York;
A.B. Electrical Engineering.
THOMAS H. NOETHEN. Jackson, Michigan;
B.S. Aero-Space Engineering.
PETER J. NOONAN. Lee, Massachusetts; A.B.
Sociology.



ROBERT W. NOONAN. Wellesley, Massachusetts;
A.B. Government.
RICHARD W. NOREN. Villa Park, Illinois; B.S.
Chemistry.
RAYMOND W. NOVACO. Fort Lauderdale,
Florida; A.B. Psychology.
EDWARD J. NOVAK. South Bend, Indiana;
B.B.A. Marketing.



PAUL T. NOWAK. Treasure Island, Florida;
A.B. English.
JAMES P. NULTY. Grand Rapids, Michigan;
B.F.A. Art.
WILLIAM L. NUNGESSER, JR. Cleveland
Heights, Ohio; A.B. Sociology.
DANIEL M. OBIALA. Chicago, Illinois; B.B.A.
Management.



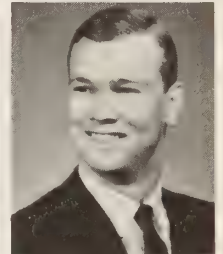
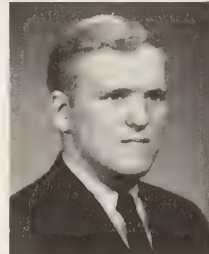
JOHN G. O'BRIEN. Mount Prospect, Illinois;
A.B. History.
JOHN R. O'BRIEN. Hillsdale, New Jersey;
B.B.A. Accounting.
ROBERT E. O'BRIEN. Wakefield, Massachusetts;
A.B. History.
TIMOTHY M. O'BRIEN. Wilmette, Illinois;
A.B. Modern Languages.



CHARLES D. O'CONNOR. Shelbyville, Indiana;
A.B. Sociology.
CRAIG V. O'CONNOR. Livingston, New Jersey;
A.B. History.
JOHN D. O'CONNOR. Indianapolis, Indiana;
A.B. Government.
MICHAEL J. ODDOU. Tiffin, Ohio; B.S. Biology.



STEPHEN L. ODGERS. Claremont, California;
LL.B. Law.
JOHN J. O'DONNELL. Yonkers, New York;
B.B.A. Accounting.
TIMOTHY J. O'FARRELL. Columbus, Ohio;
A.B. Theology.
MARTIN J. O'HAGAN. Garden City, New York;
B.S. Aero-Space Engineering.



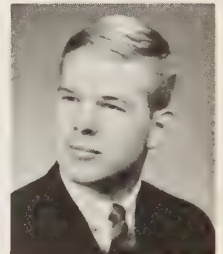
MICHAEL D. O'HANLON. Rensselaer, New York; A.B. Government.
JOHN C. O'HARA. Flushing, New York; A.B. English.
DENNIS J. O'HARE. Highland Park, New Jersey; A.B. Psychology.
FRANK J. O'KEEFE. Piqua, Ohio; B.S. Mechanical Engineering.



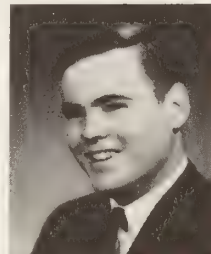
RICHARD P. OLDANI. Joliet, Illinois; B.S. Mechanical Engineering.
THOMAS M. O'LEARY. Columbus, Ohio;
A.B. Economics.
GARRETT W. OLNEY. Oakland, California;
A.B. Government.
MICHAEL J. OLSON. Rio De Janeiro, Brazil;
A.B. Government.



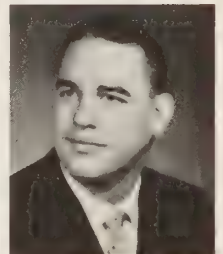
HUGH O. O'MALLEY. Mishawaka, Indiana;
A.B. Economics.
THOMAS J. O'MARA. Runnemede, New Jersey;
A.B. Government.
W. PAUL O'MARA. Yonkers, New York;
A.B. Sociology.
DENNIS R. O'MEARA. Los Angeles, California;
B.S. Chemical Engineering.

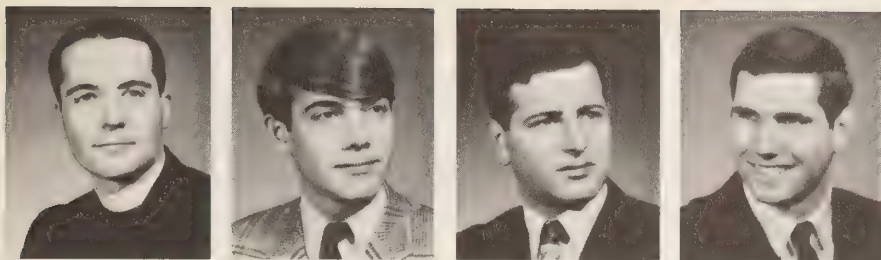


MICHAEL J. O'REILLY. Lafayette, Indiana;
A.B. English.
THOMAS K. O'REILLY. Springfield, Virginia;
A.B. English.
FRANK M. ORGA. Pittsburgh, Pennsylvania;
B.B.A. Marketing.
JAMES S. O'ROURKE. Billings, Montana;
B.B.A. Management.

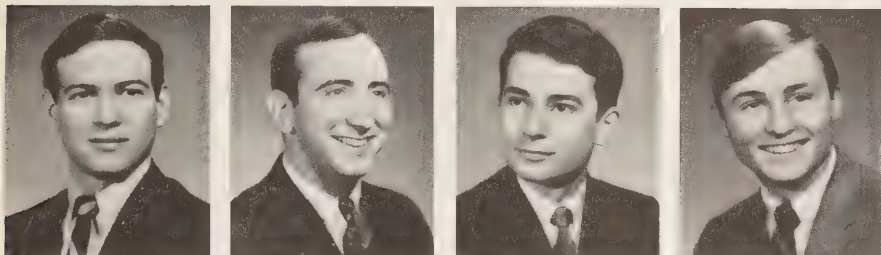


WILLIAM E. O'SHAUGHNESSY. South Sioux City, Nebraska; B.S. Physics.
EUGENE P. OTTO. Harrisburg, Pennsylvania;
B.S. Preprofessional.
PATRICK P. PACELLA. Campbell, Ohio;
LL.B. Law.
TIMOTHY E. PACKEY. Lake Ronkonkoma, New York; A.B. General Program.

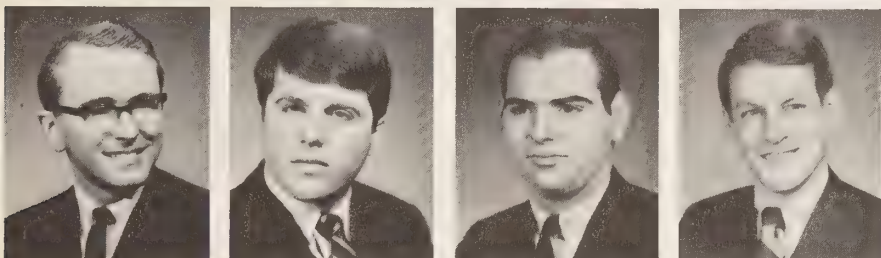




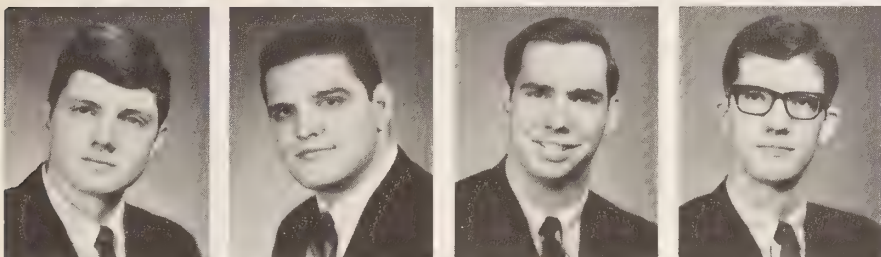
JOHN PAIGE, C.S.C. Notre Dame, Indiana; B.S. Physics.
G. BRUCE PAPESH. East Lansing, Michigan; A.B. Economics.
DANIEL L. PARACCHINI. Valley Stream, New York; B.B.A. Marketing.
HERBERT B. PARKER. Midland, Texas; A.B. Government.



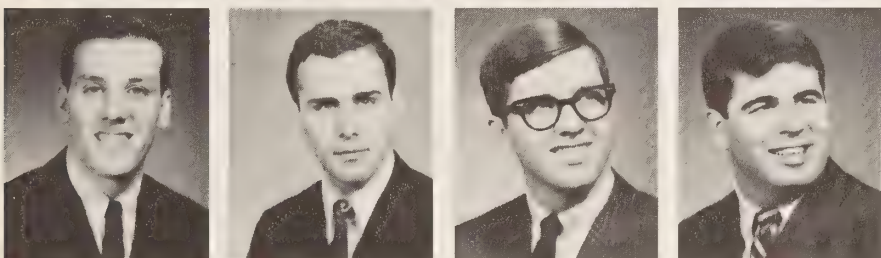
GABRIEL I. PASOS. Granada, Nicaragua; B.S. Chemical Engineering.
MICHAEL J. PASQUINELLI. Evergreen Park, Illinois; B.B.A. Finance.
RONALD R. PASSARELLI. Trinidad, Colorado; B.Arch. Architecture.
DAVID F. PAUL. Westborough, Massachusetts; A.B. Preprofessional.



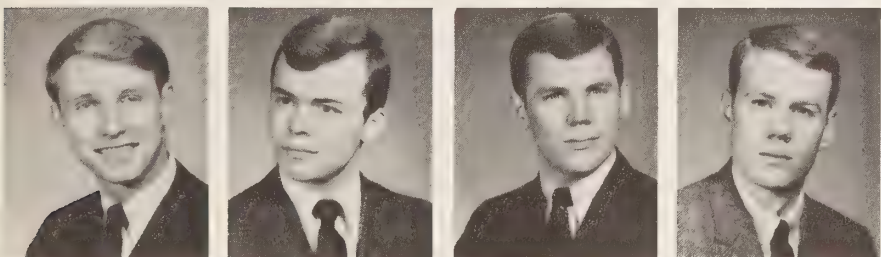
JOHN H. PEARSON, C.S.C. Blue Island, Illinois; A.B. Psychology.
JACK PELACCIO. Scarsdale, New York; B.S. Preprofessional.
LEONARD J. PELLECCIA. Newark, New Jersey; B.B.A. Finance.
JOHN S. PENOTE. Shaker Heights, Ohio; A.B. Sociology.



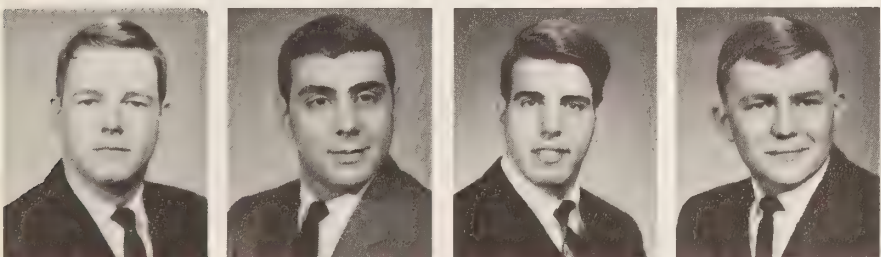
DAVID R. PERCIO. Eastlake, Ohio; B.S. Electrical Engineering.
JOHN S. PERGINE. Norristown, Pennsylvania; B.B.A. Marketing.
JAMES R. PERKINS. Oconomowoc, Wisconsin; B.Arch. Architecture.
JEFFREY T. PERO. Rochester, New York; A.B. Government.



BRIAN E. PETERS. Brooklyn, New York; B.S. Civil Engineering.
JOSEPH C. PETRO. Garden City, New York; B.B.A. Accounting.
EDWARD J. PHILBIN. Clinton, Massachusetts; A.B. Modern Languages.
MICHAEL J. PHILBIN. Nashville, Tennessee; A.B. Economics.

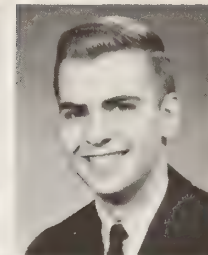


JOEL W. PHILLIPS. Tampa, Florida; B.S. Preprofessional.
JOHN H. PHILLIPS. Albany, New York; A.B. Communication Arts.
THOMAS J. PHILLIPS. Birmingham, Michigan; B.B.A. Accounting.
WILLIAM J. PHIPPARD. Hinsdale, Illinois; A.B. History.

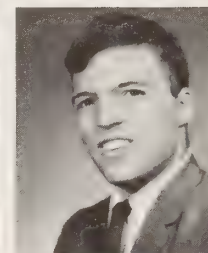


DAVID C. PIERMAN. Ottawa, Ohio; A.B. Government.
LOUIS D. PIETRAGALLO. Pittsburgh, Pennsylvania; B.S. Preprofessional.
LOUIS F. PIGNATELLI. Rock Falls, Illinois; A.B. Government.
IGNATIUS M. PIOTROWIAK. South Bend, Indiana; A.B. Psychology.

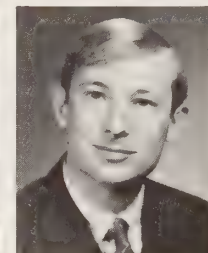
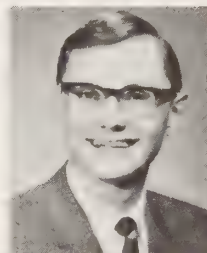
DENNIS E. PISULA. Grosse Pointe Farms, Michigan; B.S. Mechanical Engineering.
 RICHARD J. PIVNICKA. Riverside, Illinois; B.B.A. Accounting.
 JOHN W. PLENNERT. Chicago, Illinois; B.Arch. Architecture.
 WILLIAM S. PODD. Greenwich, Connecticut; A.B. Government.



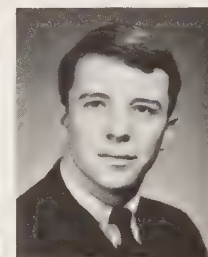
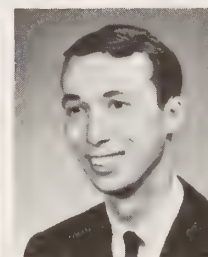
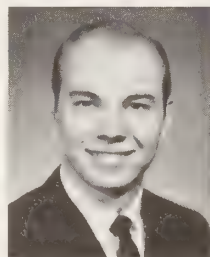
RICHARD J. POLITI. East Arlington, Massachusetts; B.B.A. Marketing.
 ALAN E. POLLOCK. Merrick, New York; B.S. Civil Engineering.
 ALEJANDRO POMBO. Bogota, Colombia; B.S. Chemical Engineering.
 DAVID J. POMPO. Fraser, Michigan; B.S. Biology.



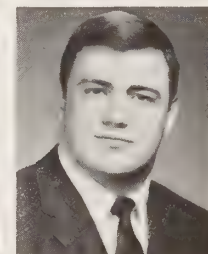
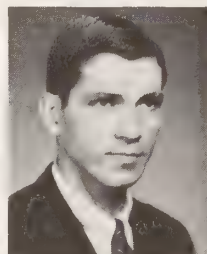
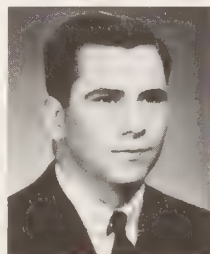
RICHARD A. PORACH. Pittsburgh, Pennsylvania; A.B. History.
 KENNETH M. POWAGA. Chicago, Illinois; B.S. Engineering Science.
 JOSEPH F. PRATT. Indianapolis, Indiana; A.B. Communication Arts.
 ROBERT A. PRELLWITZ. LaPorte, Indiana; B.F.A. Fine Arts.



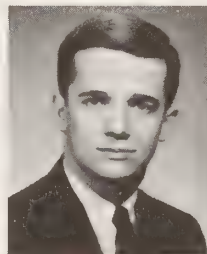
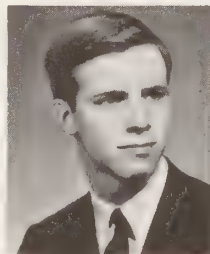
THOMAS A. PRESTON. Grand Rapids, Michigan; B.S. Mechanical Engineering.
 JOHN E. PRICKETT. Fort Lauderdale, Florida; B.S. Chemistry.
 ROBERT C. PTAK. Cicero, Illinois; B.B.A. Accounting.
 BRUCE A. PUBLICOVER. Arlington, Massachusetts; A.B. Sociology.



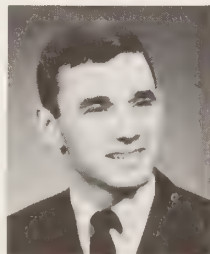
JOHN V. PUIG. Laredo, Texas; B.B.A. Management.
 JOHN R. PUSEY. Bellefontaine, Ohio; LL.B. Law.
 KEVIN G. QUINN. Delray Beach, Florida; B.B.A. Management.
 STEPHEN T. QUINN. Northfield, Illinois; A.B. Economics.

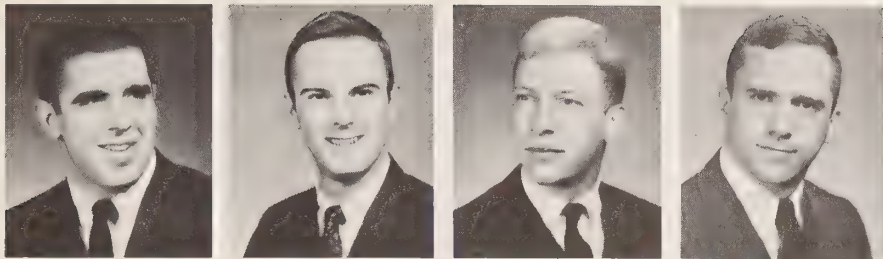


TERRENCE J. QUINN. Oak Park, Illinois; B.B.A. Accounting.
 ROBERT T. RAAF. Brookfield, Wisconsin; B.B.A. Accounting.
 EDWARD F. RAFFO. Glen Rock, New Jersey; B.S. Aero-Space Engineering.
 PAUL A. RAMSEY. Yellow Springs, Ohio; A.B. English.

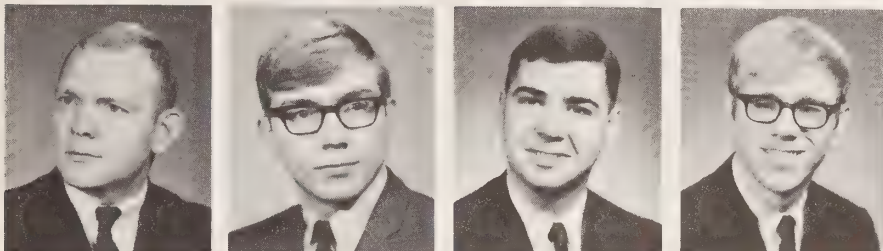


ROBERT C. RAMSEY. Independence, Missouri; A.B. Economics.
 ROBERT J. RANKEL. Ridgewood, New York; B.S. Preprofessional.
 GERALD J. RAPIEN. Granger, Indiana; LL.B. Law.
 RICHARD L. RASCHIATORE. East Rochester, New York; B.S. Aero-Space Engineering.

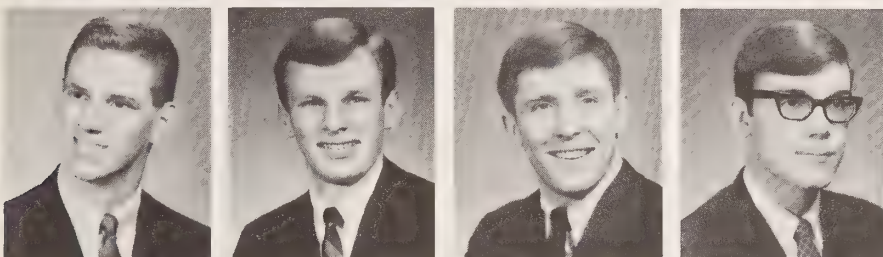




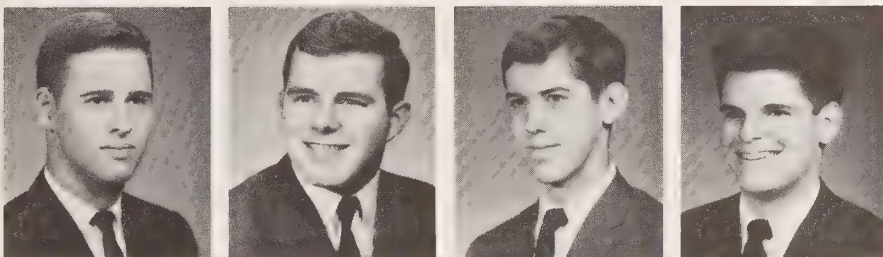
KEVIN W. RASSAS. Winnetka, Illinois; A.B. Economics.
 PHILIP A. RATHWEG. Dayton, Ohio; A.B. Economics.
 TIMOTHY J. RAUSCH. Cold Spring, Minnesota; A.B. Sociology.
 MICHAEL J. READY. Monroe, Michigan; A.B. English.



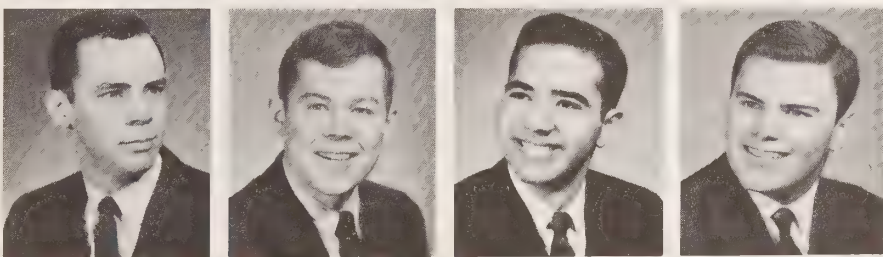
STEVEN A. RECHTSTEINER. Cincinnati, Ohio; B.Arch. Architecture.
 RICHARD L. REDDY. Pittsburgh, Pennsylvania; B.B.A. Marketing.
 DENNIS H. REEDER. Columbus, Ohio; A.B. English.
 THOMAS P. REEDER. Park Ridge, Illinois; B.F.A. Fine Arts.



THOMAS REICHENBACH. West Acton, Massachusetts; B.S. Chemistry.
 HEINRICH C. REITZUG. Fort Wayne, Indiana; B.S. Preprofessional.
 GEORGE F. RESTOVICH. Shreveport, Louisiana; A.B. English.
 DAVID J. RIEHL. Raleigh, North Dakota; B.S. Electrical Engineering.



JACK A. RIESS, JR. Livonia, Michigan; B.S. Preprofessional.
 ROBERT M. RILEY. Scranton, Pennsylvania; B.S. Preprofessional.
 PAUL A. RITTMAN. Cheektowaga, New York; B.S. Aero-Space Engineering.
 JOHN R. RIVERS. Cincinnati, Ohio; A.B. Government.



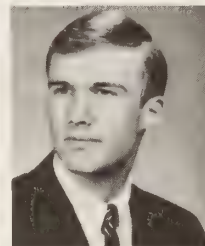
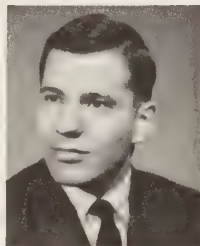
J. ROBERT ROARK. Bushnell, Illinois; B.S. Mechanical Engineering.
 LOUIS K. ROBARDS. Louisville, Kentucky; A.B. English.
 JORGE R. ROBERT. Santurce, Puerto Rico; B.B.A. Finance.
 DONALD F. ROBERTS. Punxsutawney, Pennsylvania; B.B.A. Management.



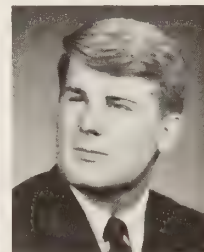
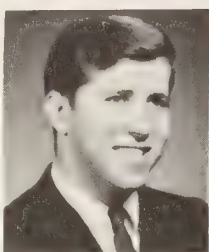
PAUL D. ROBILLARD. Fitchburg, Massachusetts;
B.S. Civil Engineering.
JORGE ROCAFORT. Santruce, Puerto Rico; B.S.
Electrical Engineering.
JOHN L. ROCHE. Lake Forest, Illinois; A.B.
Government.
THOMAS J. ROCHE. Corry, Pennsylvania;
B.B.A. Finance.



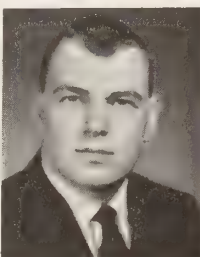
STEPHEN L. RODGERS. Columbus, Missouri; A.B.
English.
CHARLES R. ROEHRIG. Pittsburgh, Pennsyl-
vania; B.S. Aero-Space Engineering.
CHRISTOPHER ROGERS. Winnetka, Illinois;
B.B.A. Management.
CORNELIUS S. ROGERS. Rockaway Park, New
York; A.B. English.

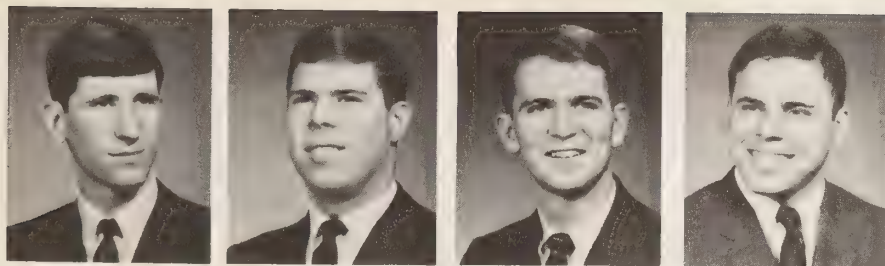


RICHARD J. ROGERS. Rockaway Park, New
York; A.B. Sociology.
JOSEPH H. ROMAN. Pennsauken, New Jersey;
B.S. Aero-Space Engineering.
PAUL A. ROMANSKI. Western Springs, Illinois;
A.B. Sociology.
JOHN M. ROSKOS. Rapid City, South Dakota;
B.S. Preprofessional.

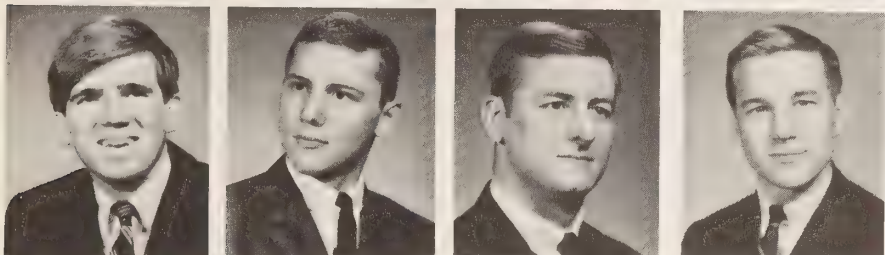


ROBERT R. ROSSI. Mishawaka, Indiana; LL.B.
Law.
STEVEN G. ROTHMEIER. Raribault, Minnesota;
B.B.A. Marketing.
JOHN P. ROWE. Elgin, Illinois; LL.B. Law.
ROGER B. ROWLES. Martin City, Montana;
A.B. Preprofessional.

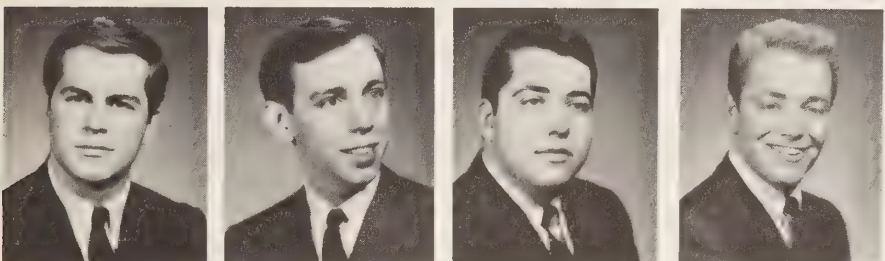




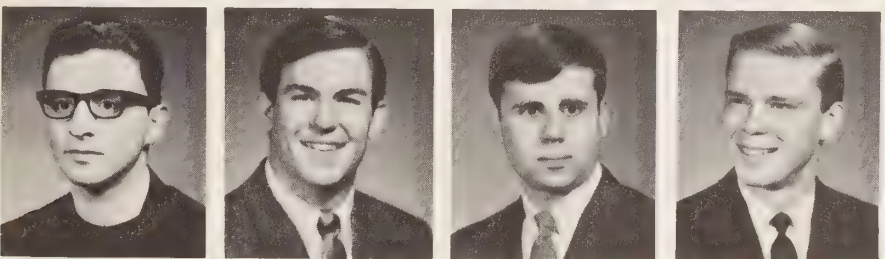
RONALD A. RUSKO. Joliet, Illinois; B.S. Preprofessional.
WILLIAM B. RUSSO. Berkeley Heights, New Jersey; B.S. Chemistry.
MICHAEL C. RYAN. Waldwick, New Jersey; B.S. Civil Engineering.
MICHAEL J. RYAN. Hamilton, Ohio; A.B. Sociology.



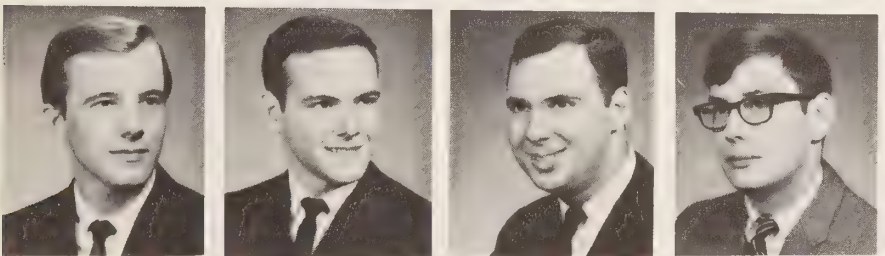
THOMAS P. RYAN. Edina, Minnesota; A.B. Government.
ALAN F. RYCHLIK. Northbrook, Illinois; B.B.A. Marketing.
JAMES R. RYMSZA. Detroit, Michigan; B.B.A. Accounting.
MARK A. SABOL. Solon, Ohio; B.S. Geology.



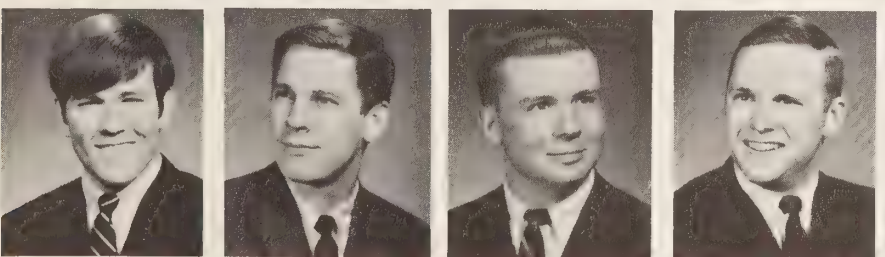
STEPHEN K. SACKLEY. Chicago, Illinois; B.B.A. Finance.
THOMAS J. SADOWSKI. Cleveland, Ohio; B.S. Electrical Engineering.
RALPH J. SALVUCCI. Newton, Massachusetts; B.S. Aero-Space Engineering.
JOHN F. SANDNER. Chicago, Illinois; LL.B. Law.



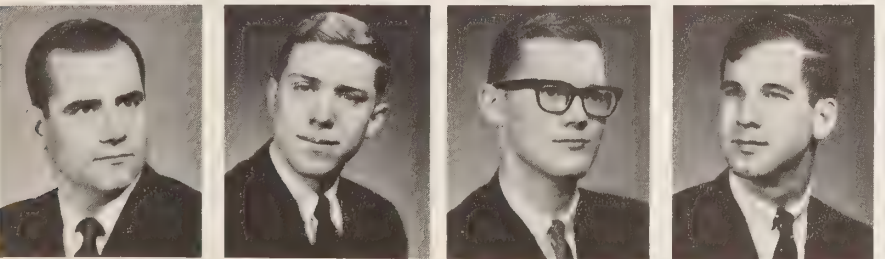
BROTHER JOSEPH A. SANTO. South Bend, Indiana; A.B. Modern Languages.
WILLIAM G. SARM. Tiburon, California; B.B.A. Marketing.
THOMAS J. SARMIR. Ramsey, New Jersey; B.B.A. Management.
JAMES L. SAUTER. Oak Park, Michigan; B.S. Mechanical Engineering.



RICHARD P. SAWYER. Silver Spring, Maryland; A.B. Sociology.
PAUL J. SCALETTA. Chicago, Illinois; B.S. Electrical Engineering.
PHILIP L. SCAROLA. Monroeville, Pennsylvania; B.B.A. Marketing.
JAMES L. SCHAEFFER. McLean, Virginia; A.B. General Program.

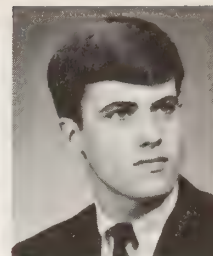
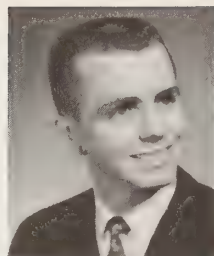


MICHAEL P. SCHAEFER. Pittsburgh, Pennsylvania; A.B. Government.
HENRY J. SCHANK. Des Plaines, Illinois; B.S. Aero-Space Engineering.
BRIAN P. SCHANNING. Eastchester, New York; B.S. Electrical Engineering.
THOMAS F. SCHENCK. Garden City, New York; A.B. Economics.

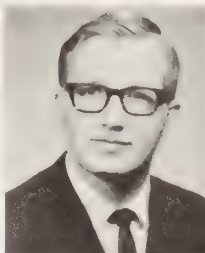
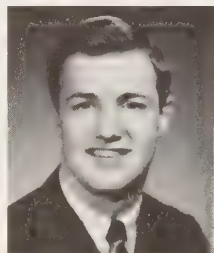


N. JOHN SCHENKEL. Fort Wayne, Indiana; B.B.A. Accounting.
THOMAS E. SCHETTER. Fostoria, Ohio; A.B. Music.
JAMES A. SCHINDLER. Buffalo, New York; B.B.A. Accounting.
RICHARD A. SCHLAFF. Dearborn, Michigan; A.B. Government.

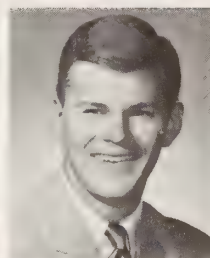
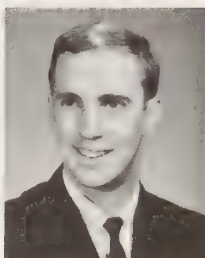
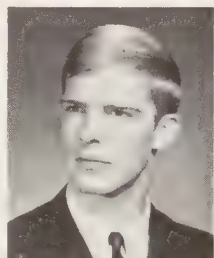
RICHARD R. SCHLEEF. Valley Stream, New York; B.S. Electrical Engineering.
 NICHOLAS J. SCHMADER. Massillon, Ohio; B.S. Physics.
 JOHN M. SCHMELZER. Barnesville, Georgia; A.B. Government.
 CHARLES T. SCHMITT. Pittsburgh, Pennsylvania; A.B. Architecture.



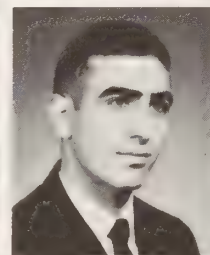
LOUIS C. SCHMITT. Lafayette, Indiana; B.B.A. Accounting.
 WILLIAM R. SCHNORENBERG. Rockford, Illinois; B.B.A. Management.
 THOMAS R. SCHOEN. Euclid, Ohio; A.B. Communication Arts.
 GENE N. SCHRAEDER. Pleasantville, New Jersey; B.B.A. Finance.



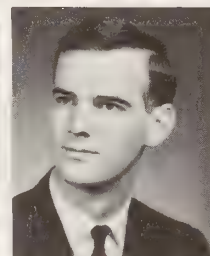
WILLIAM J. SCHROEDER. Lombard, Illinois; A.B. Economics.
 DONALD P. SCHUG. Southampton, New York; B.S. Electrical Engineering.
 THOMAS J. SCHULTE. Cleveland, Ohio; B.B.A. Finance.
 STEPHEN J. SCHULTZ. Alma, Wisconsin; B.S. Physics.

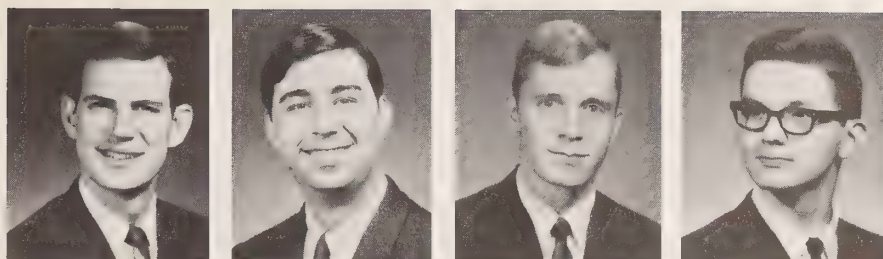


THOMAS J. SCHWAB. Middleton, Wisconsin; B.B.A. Accounting.
 JOSEPH M. SCOTT. Lexington, Kentucky; B.B.A. Accounting.
 RONALD E. SCOTT. Ardsley, New York; B.S. Physics.
 THOMAS C. SCRIMA. Gloversville, New York; A.B. Sociology.

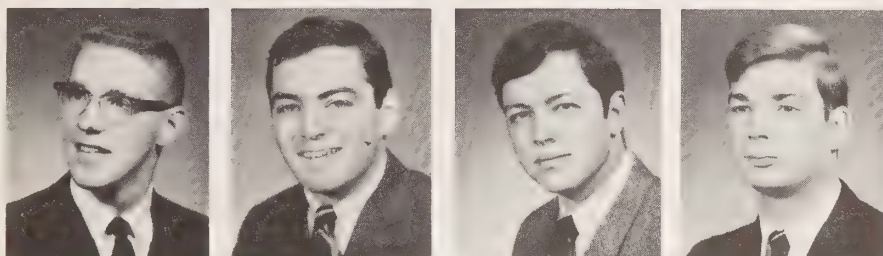


JOHN SCRIPP. Chicago, Illinois; LL.B. Law.
 THOMAS F. SCULLY, IV. Glencoe, Illinois; A.B. Political Science.
 VINCENT C. SCULLY, III. Highland Park, Illinois; B.B.A. Finance.
 WILLIAM H. SEALL. South Bend, Indiana; LL.B. Law.

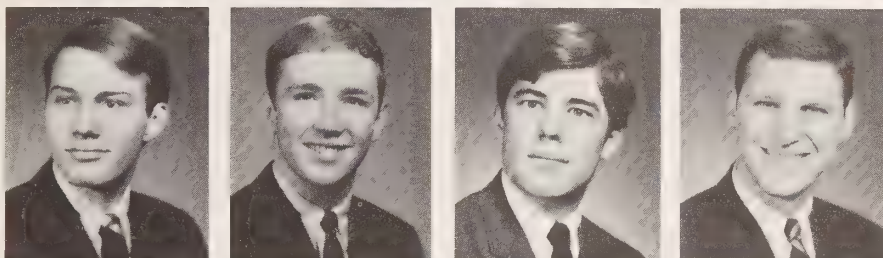




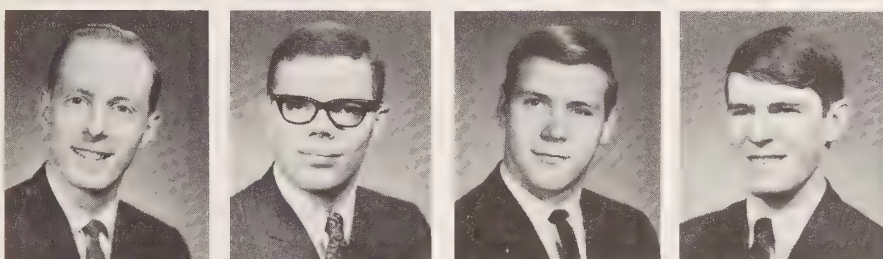
JAMES H. SECKINGER. New Rockford, North Dakota; LL.B. Law.
EDWARD A. SHAE. Buenos Aires, Argentina; A.B. Economics.
PATRICK E. SHAL. Muncie, Indiana; A.B. English.
DANIEL J. SHANNON. Brookville, Pennsylvania; B.B.A. Management.



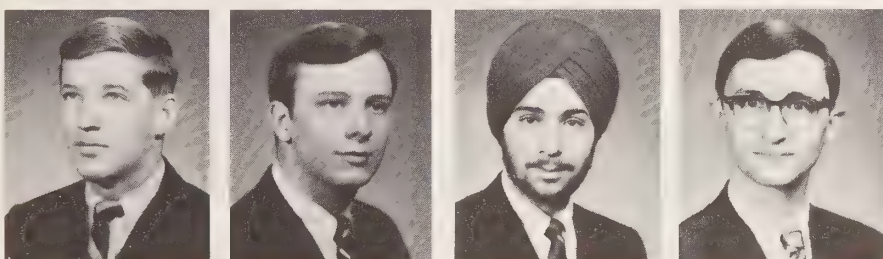
PATRICK S. SHARP. Richmond, Virginia; B.S. Aero-Space Engineering.
KEVIN R. SHEA. Braintree, Massachusetts; A.B. Architecture.
FRANK A. SHEEHAN, JR. Tucson, Arizona; B.S. Aero-Space Engineering.
ROBERT D. SHEEHAN, JR. Tulsa, Oklahoma; A.B. Civil Engineering.



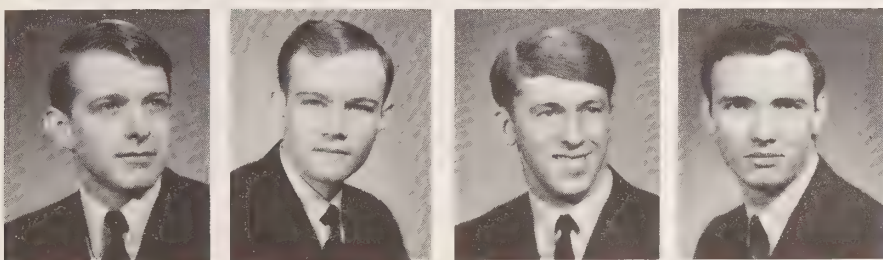
THOMAS G. SHERER. Indianapolis, Indiana; A.B. Sociology.
THOMAS P. SHERIDAN. Rego Park, New York; A.B. English.
JON D. SHERRY. Toledo, Ohio; A.B. Government.
JOHN A. SICILIANO. Arlington, Virginia; B.B.A. Finance.



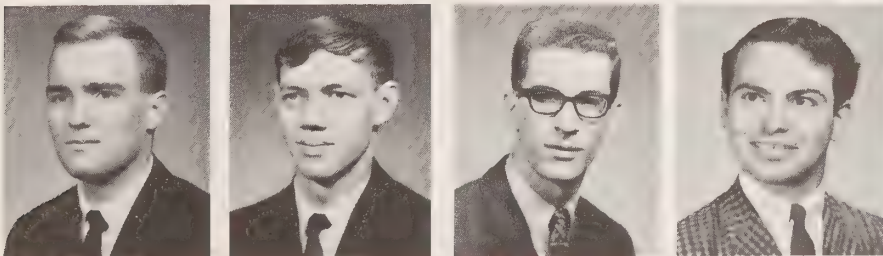
ROBERT J. SIDMAN. Cleveland Heights, Ohio; LL.B. Law.
MELVIN J. SIEKS. Peoria, Illinois; B.Arch. Architecture.
CHESTER L. SIMMONS. Chicago, Illinois; B.B.A. Management.
DENNIS L. SIMON. Vincennes, Indiana; B.B.A. Accounting.



CHARLES J. SIMONS. South Miami, Florida; B.B.A. Finance.
MARK SIMPSON. South Fort Mitchell, Kentucky; A.B. Sociology.
JASJIT SINGH. New Delhi, India; B.B.A. Management.
WILLIAM C. SISK. Chicago, Illinois; A.B. English.

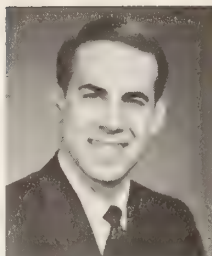


JOHN C. SIVERD. Franklin Lakes, New Jersey; B.B.A. Finance.
ALAN J. SKINNER. Richmond, Michigan; B.B.A. Accounting.
WOODROW R. SKOGLUND. Worcester, Massachusetts; B.S. Electrical Engineering.
THOMAS P. SKUBE. Oak Lawn, Illinois; B.S. Electrical Engineering.



JOHN T. SLANKAS. Lawrenceburg, Tennessee; B.S. Chemical Engineering.
NORBERT P. SLIWINSKI. Chicago, Illinois; A.B. Philosophy.
STANLEY F. SMAZAL. Davenport, Iowa; B.S. Preprofessional.
LLOYD W. SMITH. Panama City, Panama; A.B. Economics.

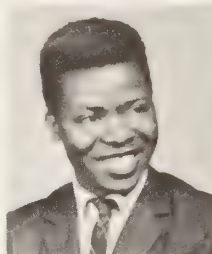
NORMAN P. SMITH. Tiffin, Ohio; LL.B. Law.
 ROBERT W. SMITH. Chillicothe, Ohio; B.S.
 Metallurgical Engineering.
 WARREN F. SMITH. River Forest, Illinois; A.B.
 Government.
 WILLIAM E. SMITH, JR. Peoria, Illinois; B.B.A.
 Management.



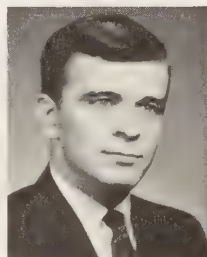
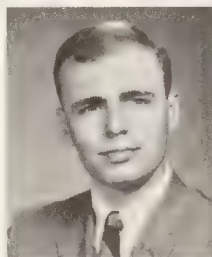
JAMES L. SMITHBERGER. Grundy, Virginia;
 B.B.A. Management.
 STUART L. SNOW. Notre Dame, Indiana; A.B.
 English.
 THOMAS O. SOMMERS. Flushing, New York;
 A.B. English.
 ERWIN H. SORENSEN. Batavia, Illinois; A.B.
 Philosophy.



AFOLABI S. SORINMADE. Abeokuta, Nigeria;
 B.S. Chemical Engineering.
 ANDREW C. SOSSONG. Cheshire, Connecticut;
 B.B.A. Marketing.
 ROBERT M. SPADARO. Brooklyn, New York; A.B.
 Government.
 VINCENT J. SPAGNOLO. Revere, Massachusetts;
 B.B.A. Finance.



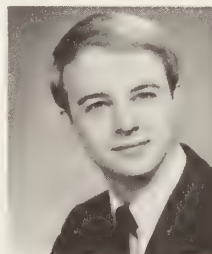
RICHARD J. SPENCER. Michigan City, Indiana;
 B.B.A. Management.
 WALTER J. SPERKO. Hammond, Indiana; A.B.
 Mechanical Engineering.
 THOMAS W. SPINRAD. Albany, New York; B.S.
 Preprofessional.
 THOMAS A. SPOLARICH. Clarendon Hills,
 Illinois; A.B. History.



MICHAEL T. STACK. Griffith, Indiana; B.S.
 Biology.
 JOHN H. STAFFORD. Pittsburgh, Pennsylvania;
 B.S. Preprofessional.
 PHILIP D. STALIONS. South Bend, Indiana;
 A.B. History.
 WILLIAM CLARK STANTON. Tulsa, Oklahoma;
 A.B. History.

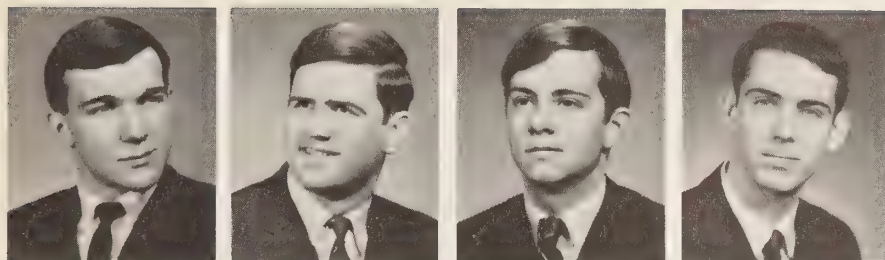


JAMES P. STARE. Canton, Ohio; B.F.A. Fine
 Arts.
 ROBERT S. STARK. Birmingham, Michigan;
 A.B. Government.
 MICHAEL J. STEPHAN. Chicago, Illinois; B.S.
 Aero-Space Engineering.
 MICHAEL J. STERLING. Williamsport, Pennsyl-
 vania; B.B.A. Accounting.

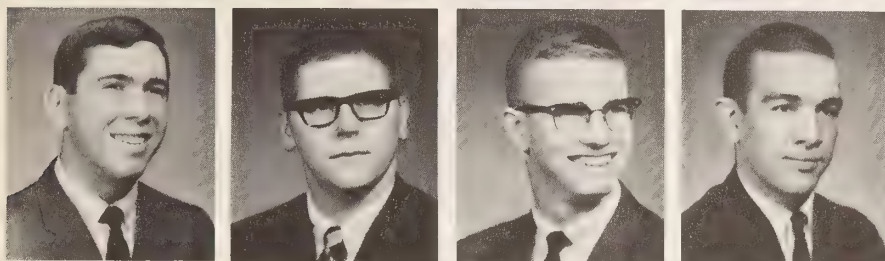


GEORGE F. STEVENS, JR. Elwood, Indiana; B.S.
 Mechanical Engineering.
 ALLAN D. STOCKER. Skokie, Illinois; A.B.
 Communication Arts.
 THOMAS J. STOCKMAN. Shelbyville, Illinois;
 B.B.A. Accounting.
 MARTIN E. STOEHR. Clearwater, Florida; B.S.
 Aero-Space Engineering.

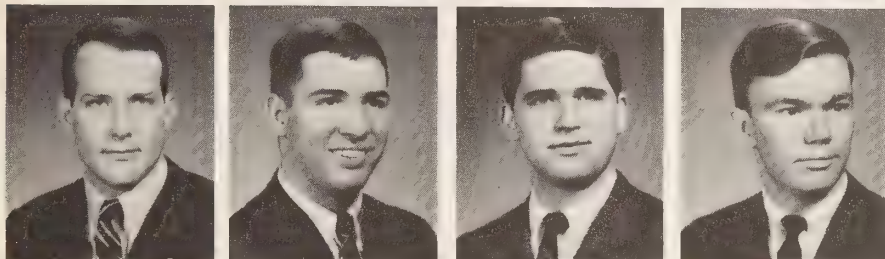




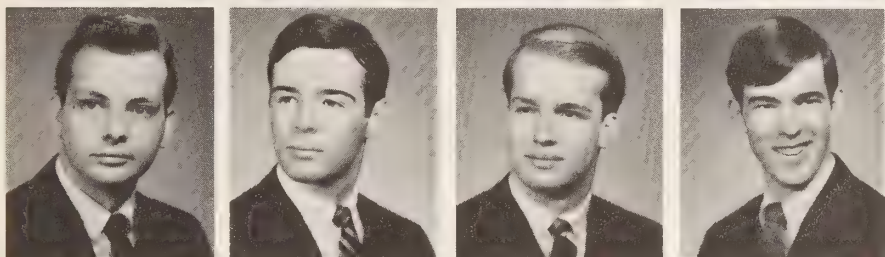
JAMES C. STOFFEL. Rochester, New York; B.S. Electrical Engineering.
JOSEPH J. STOLLAR. Akron, Ohio; A.B. Sociology.
RICHARD L. STORATZ. Buderich-Dusseldorf, West Germany; A.B. Government.
T. BRIAN STRACHAN. Louisville, Kentucky; B.B.A. Accounting.



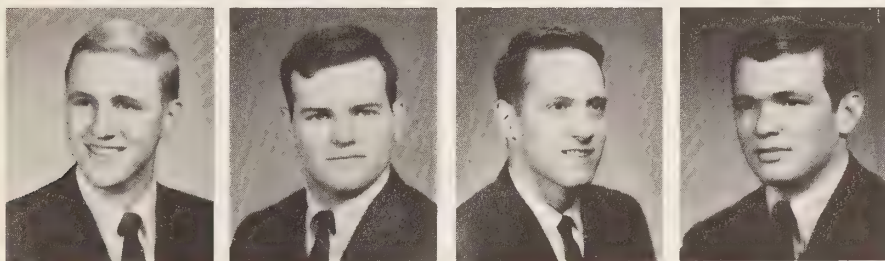
GREGORY J. STRICK. Kansas City, Kansas; A.B. Government.
JAMES T. STRZELECKI. Michigan City, Indiana; B.B.A. Accounting.
JEFFREY W. STUART. Imperial Beach, California; A.B. Sociology.
ALBERT W. STUCHLIK. Bonner Springs, Kansas; A.B. Communication Arts.



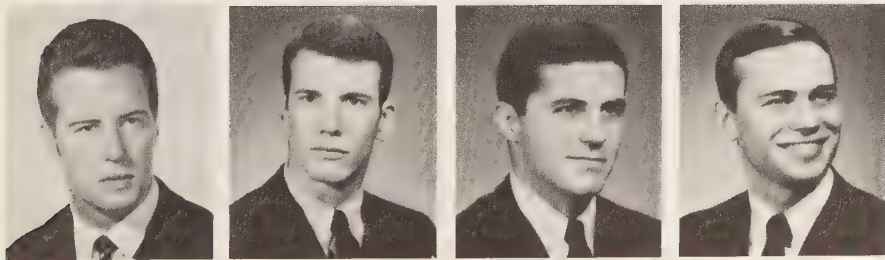
PAUL F. STULGAITIS. Fort Lee, New Jersey; B.S. Mechanical Engineering.
PAUL J. SUCATO. Lake Bluff, Illinois; B.S. Engineering Science.
BRIAN P. SULLIVAN. River Forest, Illinois; A.B. Communication Arts.
EDWARD J. SULLIVAN. Jacksonville, Florida; B.B.A. Marketing.



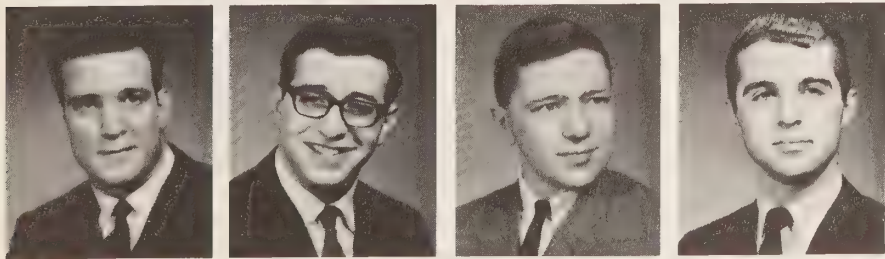
JAMES A. SULLIVAN. Rego Park, New York; B.B.A. Marketing.
JOHN F. SULLIVAN. Passaic, New Jersey; A.B. History.
PATRICK G. SULLIVAN. Denver, Colorado; A.B. Psychology.
ROBERT G. SULLIVAN. Wayland, New York; A.B. Economics.



STEVEN C. SULLIVAN. Barksdale A.F.B., Louisiana; B.S. Aero-Space Engineering.
PAUL J. SUR. Gary, Indiana; B.B.A. Accounting.
CHARLES K. SWANSON. Chicago, Illinois; B.B.A. Finance.
RICHARD J. SWEENEY. Convent, New Jersey; B.B.A. Finance.



WILLIAM J. SWEETMAN. Litchfield, Connecticut; B.B.A. Accounting.
PAUL M. SWENSON. Huntington, New York; B.S. Mechanical Engineering.
THOMAS M. SWOYER. Pittsburgh, Pennsylvania; A.B. Preprofessional.
THOMAS A. TALECK. Denver, Colorado; B.B.A. Management.

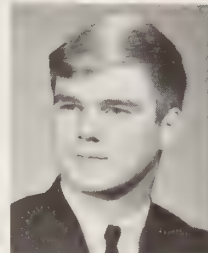


JOHN R. TARASCIO. Bloomfield, Connecticut; B.B.A. Finance.
ROCCO F. TARASI, II. Pittsburgh, Pennsylvania; B.S. Preprofessional.
DAVID D. TARKOWSKI. New Kensington, Pennsylvania; B.S. Aero-Space Engineering.
JAMES E. TATE. East Weymouth, Massachusetts; A.B. Economics.

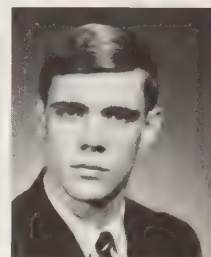
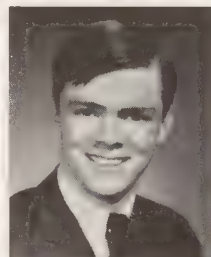
EMIL J. TEJKOWSKI. Chicago, Illinois; B.S.
Electrical Engineering.
WILLIAM R. TEPE, SR. Cincinnati, Ohio; LL.B.
Law.
VINCENT B. TERLEP, JR. Elkhart, Indiana;
A.B. English.
GREGORY P. TERRANOVA. Whiting, Indiana;
B.B.A. Finance.



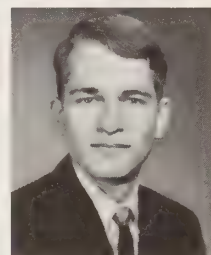
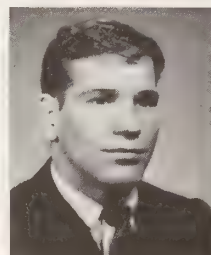
HUGH J. TERRERI. Morristown, New Jersey;
A.B. Economics.
HENRY A. TERWEDOW. North Bergen, New
Jersey; B.S. Preprofessional.
THOMAS L. THEIS. Chicago, Illinois; B.S.
Civil Engineering.
DENNIS C. THELEN. Middle Village, New York;
LL.B. Law.



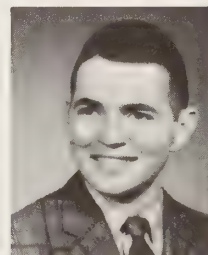
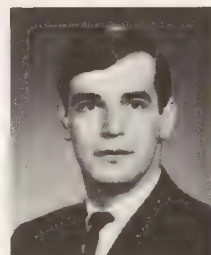
BROTHER JOSEPH E. THILMAN. Notre Dame,
Indiana; A.B. English.
GEORGE T. THOMPSON. Downey, California;
B.B.A. Accounting.
MICHAEL D. THOMPSON. Evansville, Indiana;
B.B.A. Accounting.
J. MICHAEL THORNDIKE. Omaha, Nebraska;
B.B.A. Finance.



GEOFFREY. V. THORNTON. Syosset, New York;
A.B. Sociology.
GARY L. TICUS. Chicago, Illinois; B.S. Physics.
JAMES E. TIDGEWELL. Orange, California;
B.B.A. Accounting.
JOHN A. TILELLI. Syosset, New York; B.S.
Physics.



JAMES V. TITO. Des Plaines, Illinois; B.S.
Preprofessional.
EDWARD F. TOBIA. New York, New York;
A.B. English.
MICHAEL A. TOMASULO. Alhambra, California;
B.B.A. Accounting.
CLIFFORD P. TOMASZEWSKI. Chicago, Illinois;
A.B. Psychology.

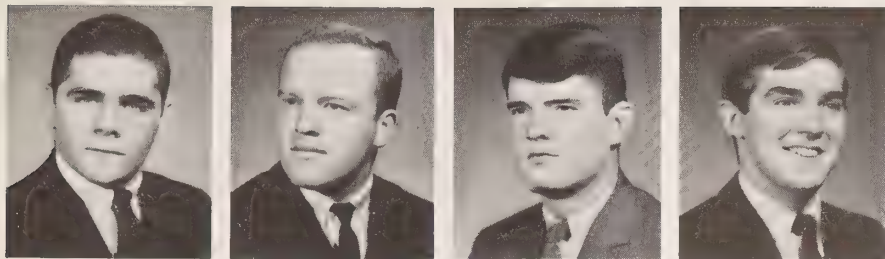


JOHN K. TONSMEIRE. Westwood, New Jersey;
B.B.A. Marketing.
DENNIS M. TOOLAN. River Forest, Illinois;
A.B. Mathematics.
PETER E. TOOMEY. Lakewood, Ohio; A.B.
Communication Arts.
PAUL B. TORELL. North Palm Beach, Florida;
B.B.A. Finance.

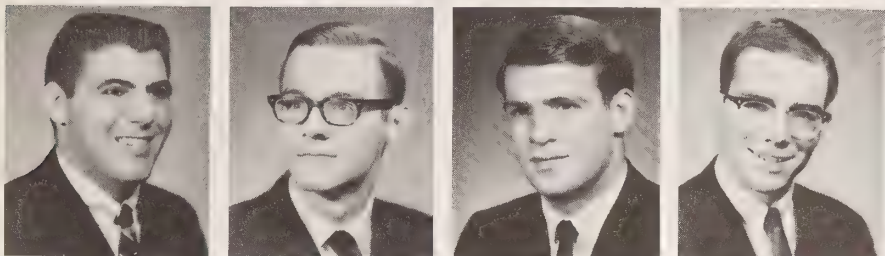


JOHN B. TRACY. Evergreen Park, Illinois; A.B.
Economics.
ANDREW F. TRANOVICH. Reading, Pennsyl-
vania; LL.B. Law.
MICHAEL L. TROMBETTA. Santa Rosa, Califor-
nia; B.S. Mechanical Engineering.
MICHAEL W. TROYER. South Bend, Indiana;
B.S. Electrical Engineering.

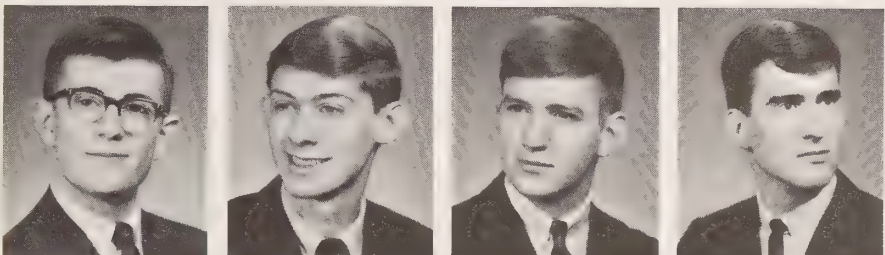




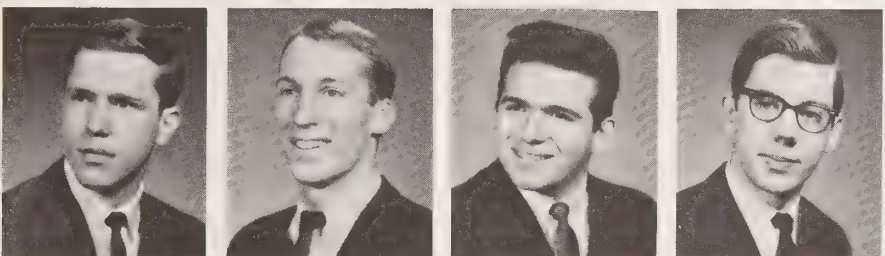
ARTHUR C. TUTELA. Short Hills, New Jersey;
A.B. Sociology.
MICHAEL A. TYRRELL. Calumet City, Illinois;
A.B. Economics.
THOMAS E. UMPHREY. Port Arthur, Texas;
A.B. English.
BARRY D. UTSINGER. Bronx, New York; A.B.
Preprofessional.



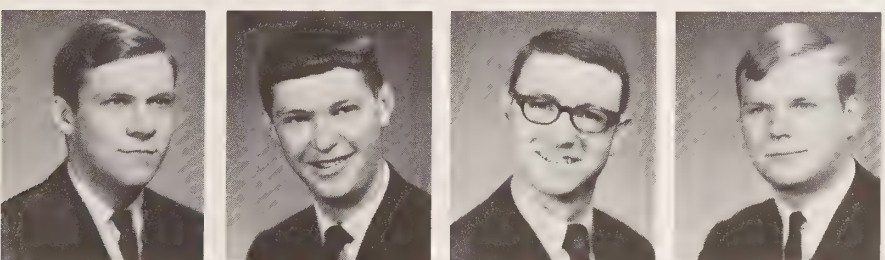
ARNOLD J. VANCE. New Castle, Pennsylvania;
B.S. Aero-Space Engineering.
JOHN C. VANDE VOORDE. Chamberlain, South
Dakota; B.S. Mathematics.
ALAN F. VANHUFFEL. South Bend, Indiana;
B.B.A. Marketing.
PAUL B. VATTEROTT. Creve Coeur, Missouri;
A.B. Government.



DAVID P. VECCHIA. Warwick, Rhode Island;
A.B. History.
CHARLES L. VEHORN. Dayton, Ohio; A.B.
Economics.
GEORGE M. VELAN. Riverside, Illinois; B.S.
Engineering Science.
JOHN B. VENHOFF. Louisville, Kentucky; A.B.
Government.



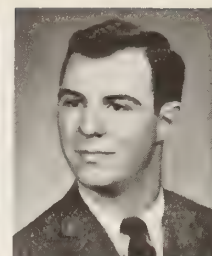
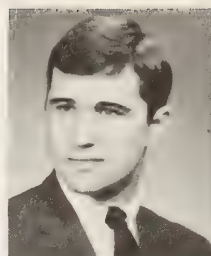
FLORENT A. VERVAET. Mishawaka, Indiana;
B.B.A. Accounting.
ANTHONY L. VIGNALI. Toluca, Illinois; B.B.A.
Marketing.
RICHARD J. VITA. Malden, Massachusetts;
B.B.A. Management.
THOMAS W. VOGLEWEDE. Birmingham, Mich-
igan; B.S. Mechanical Engineering.



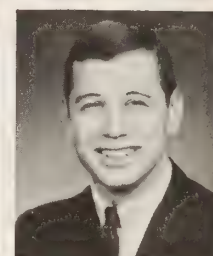
ROBERT K. WAJSZCZUK. Nutley, New Jersey;
A.B. Sociology.
EDWIN M. WALKER. South Bend, Indiana;
B.S. Mathematics.
ANDREW C. WALLACE. Clifton, New Jersey;
B.S. Chemical Engineering.
PAUL J. WALLACE. Chicago, Illinois; B.B.A.
Accounting.



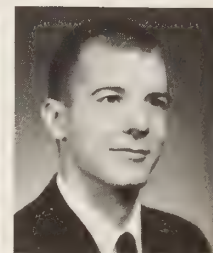
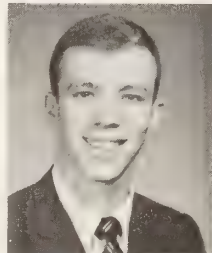
JOSEPH J. WALLEN. Titusville, Pennsylvania;
B.B.A. Finance.
JOHN J. WALSH. River Forest, Illinois; A.B.
English.
MATTHEW M. WALSH. Chicago, Illinois; A.B.
English.
MYLES J. WALSH. Huntington, New York;
B.B.A. Marketing.



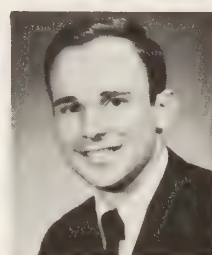
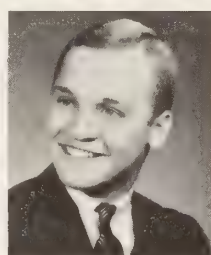
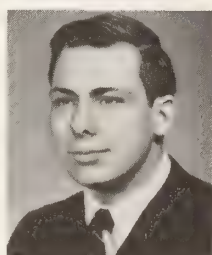
LAWRENCE P. WALTER. Cincinnati, Ohio;
B.B.A. Marketing.
JOHN L. WALTERS. Hendersonville, North
Carolina; A.B. English.
KENNETH J. WARBURTON. Hempstead, New
York; B.S. Aero-Space Engineering.
DAVID P. WARD. Peoria, Illinois; B.S.
Preprofessional.



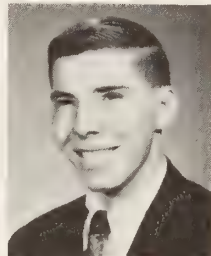
GREGORY M. WARD. Pearl City, Hawaii; A.B.
Communication Arts.
MARK T. WARD. Paducah, Kentucky; A.B.
Government.
THOMAS M. WARD. Monongahela, Pennsyl-
vania; LL.B. Law.
THOMAS F. WARNER. Syracuse, New York;
B.B.A. Management.



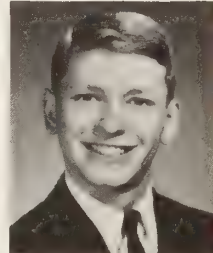
DANIEL G. WAYNE. Chicago, Illinois; B.S.
Electrical Engineering.
PETER H. WAYNE. Grosse Point, Michigan;
B.S. Preprofessional.
JOSEPH R. WEAVER. Dallas, Texas; A.B.
English.
WILLIAM R. WEDRAL. LaGrange, Illinois;
B.B.A. Management.



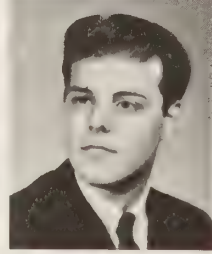
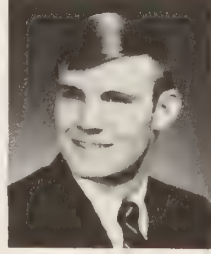
STEPHEN C. WEEG. Rockford, Illinois; A.B.
General Program.
THOMAS E. WEIFORD. Mission Hills, Kansas;
B.B.A. Finance.
WILLIAM R. WEILER. Woodside, New York;
A.B. English.
BROTHER DAVID WEINBERG, C.S.C. New York,
New York; A.B. English.

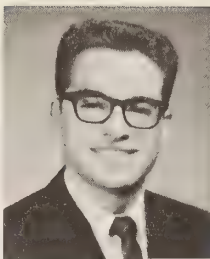


CHARLES A. WEISS. Perryville, Missouri;
LL.B. Law.
KENNETH J. WEJMAN. Glenview, Illinois;
B.B.A. Accounting.
LEO V. WELSH, Jr. Jamestown, New York;
B.B.A. Accounting.
THOMAS G. WENDEL. Highland Park, Illinois;
A.B. Government.

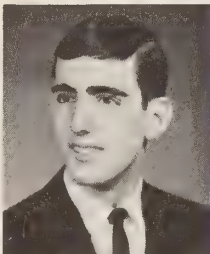


JOHN O. WENTLING. Annville, Pennsylvania;
B.B.A. Finance.
THOMAS J. WEYER. Chicago, Illinois; B.B.A.
Finance.
RAYMOND L. WHEATLEY. Indianapolis, Indiana;
B.B.A. Marketing.
JAN M. WHITACRE. Muscatine, Iowa; A.B.
Psychology.

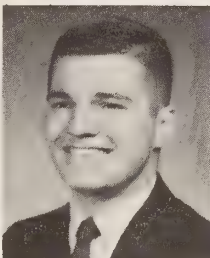




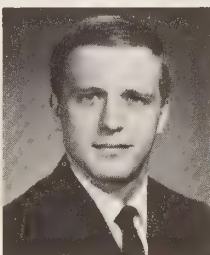
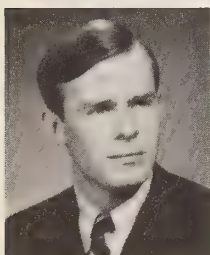
JOHN A. WHITE. Pompton Plains, New Jersey;
B.B.A. Accounting.
RALPH P. WHITE. Oak Park, Illinois; A.B.
Preprofessional.



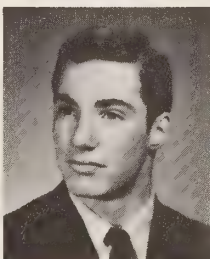
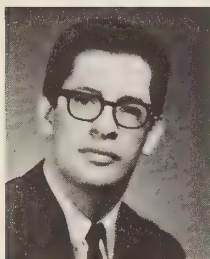
MICHAEL H. WHITING. Lathrup Village, Mich-
igan; B.B.A. Management.
JOHN R. WHOLEY. Fayetteville, New York;
B.S. Electrical Engineering.



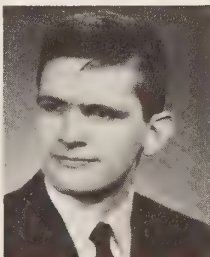
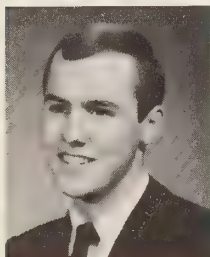
ALVIE G. WIDDIFIELD. El Paso, Texas; B.Arch.
Architecture.
PAUL M. WIDZOWSKI. Cohoes, New York; A.B.
Sociology.



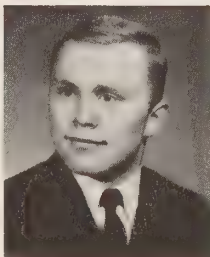
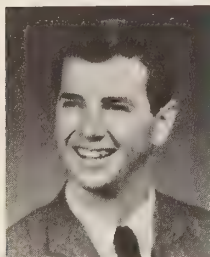
EDWARD J. WILBRAHAM. Swedesboro, New
Jersey; B.B.A. Finance.
ROBERT J. WILCZEK. Chicago, Illinois; LL.B.
Law.



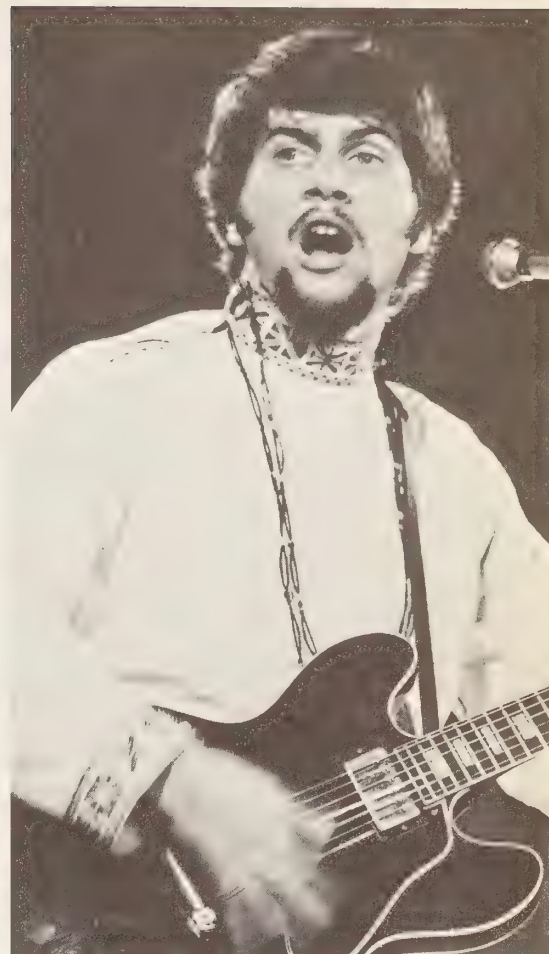
ROBERT P. WILDES, JR. New London, Connecti-
cut; B.B.A. Management.
JEFFREY N. WILKINS. Los Angeles, California;
A.B. Preprofessional.



TERRY J. WILKINS. Wauwatosa, Wisconsin;
B.S. Preprofessional.
JOHN T. WILLIAMS. Chicago, Illinois; A.B.
History.



WILLIS F. WILLIAMS. Philadelphia, Pennsyl-
vania; B.B.A. Finance.
DONALD F. WILTBERGER. Kenmore, New York;
B.B.A. Accounting.



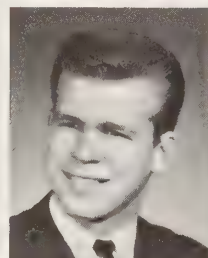
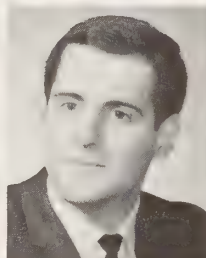
ROBERT J. BONDARENKO. New Milford, New Jersey; B.B.A. Management.
 JOHN W. BRODERICK. St. Louis, Missouri; B.B.A. Finance.
 STANLEY M. BROWN, JR. New York, New York; A.B. Sociology.
 MAURICIO CANO. Medellin, Columbia; B.S. Mechanical Engineering.



MICHAEL R. CARTY. Geneva, New York; B.B.A. Marketing.
 LAWRENCE E. CONSTANTIN. Hawthorne, New Jersey; B.B.A. Marketing.
 GEORGE M. COSTA, JR. Maple Heights, Ohio; A.B. Modern Languages.
 JOHN L. DARROUZET, JR. Dallas, Texas; A.B. English.



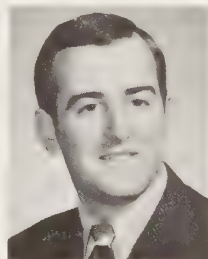
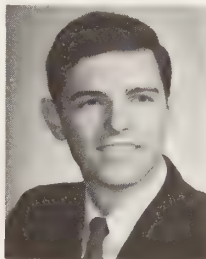
GARY T. DiMASI. Bethesda, Maryland; B.B.A. Marketing.
 WILLIAM E. DIONNE. Van Buren, Maine; A.B. Modern Languages.
 ROBERT R. DOMBROSKY. Franklin Lakes, New Jersey; B.B.A. Marketing.
 MICHAEL P. DUDDY. Reading, Pennsylvania; B.B.A. Finance.



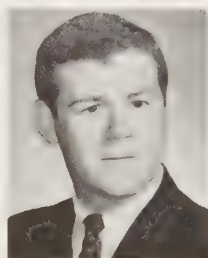
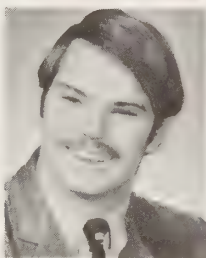
WILLIAM G. FERRIS. Williamsport, Pennsylvania; A.B. General Program.
 JOSEPH A. FERRY. Philadelphia, Pennsylvania; A.B. Government.
 LARRY M. FORNESS. Denver, Colorado; A.B. Economics.
 ROBERT R. GARDNER. Arlington Heights, Illinois; B.B.A. Accounting.



CHARLES B. GAREAU. Northbridge, Massachusetts; A. B. Psychology.
 DAVID W. GRAVES, JR. Hohokus, New Jersey; B.S. Mechanical Engineering.
 ROGER J. GUERIN. Chicago, Illinois; A.B. English.
 RICHARD J. KELLY. Rye, New Hampshire; A.B. Government.

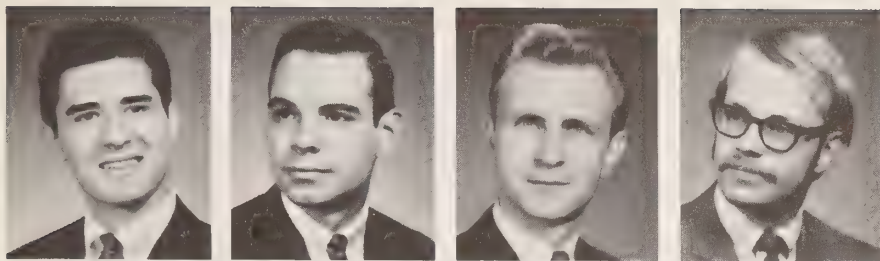


JOHN F. KENNEDY. New Hampton, Iowa; A.B. General Program.
 EDWARD C. KURTZ, JR. New Orleans, Louisiana; A.B. English.
 JAMES J. LOUGHREN. Vestal, New York; B.S. Civil Engineering.
 JOHN J. MAROTTA. Jackson Heights, New York; B.S. Preprofessional.

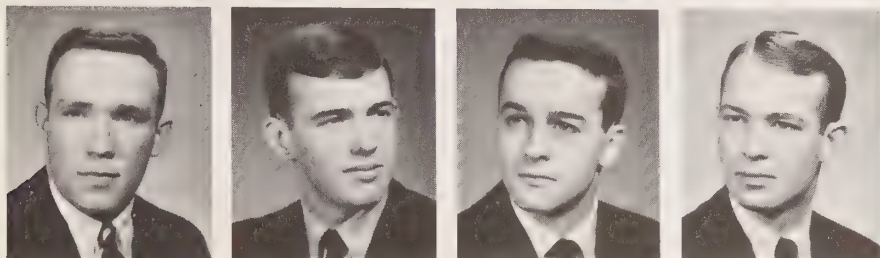


JOSEPH M. MARTELLARO. South Bend, Indiana; B.B.A. Marketing.
 JORGE L. MAS. San Juan, Puerto Rico; B.B.A. Finance.
 JOHN J. MAXWELL. South Bend, Indiana; A.B. Civil Engineering.
 JOHN B. McLAUGHLIN. Cleveland, Ohio; A.B. Economics.

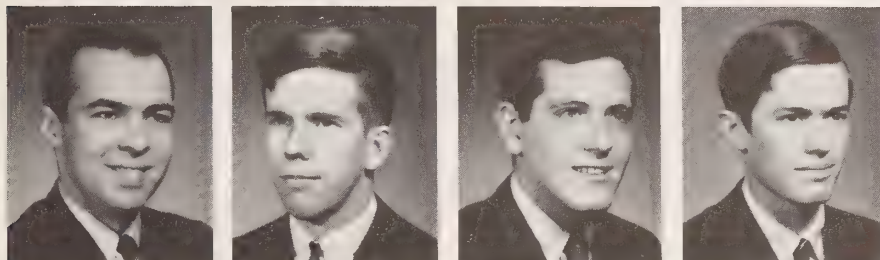




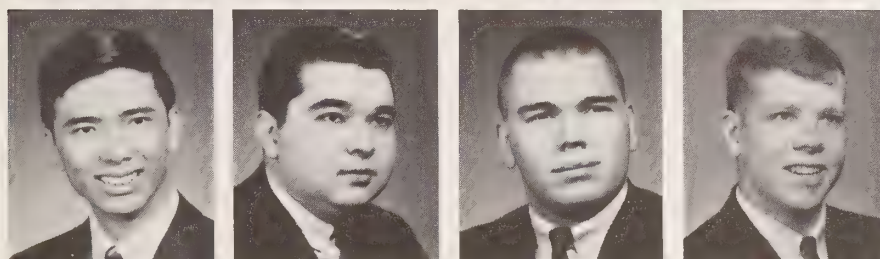
ROBERT H. WIORSKI. Chicago, Illinois; A.B.
Government.
DANIEL H. WIRE. Covington, Kentucky; A.B.
Modern Languages.
JAMES H. WIRTZ. New Castle, Pennsylvania;
LL.B. Law.
THOMAS J. WISHING. Falls Church, Virginia;
B.F.A. Art.



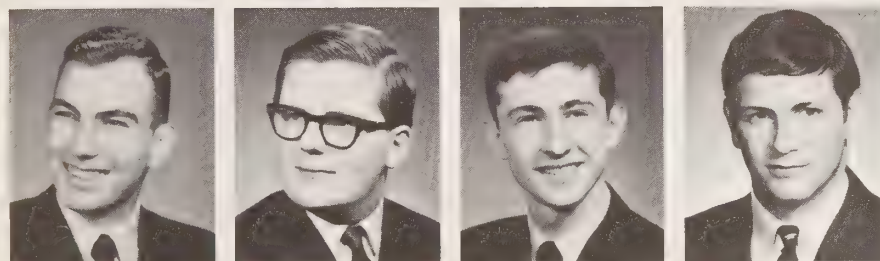
R. DENNIS WITHERS. Dunwoody, Georgia;
B.B.A. Finance.
MICHAEL D. WOLF. Batavia, Ohio; B.S.
Electrical Engineering.
JAMES R. WOODS. LaGrange, Illinois; B.B.A.
Finance.
MICHAEL W. WOODS. Niles, Michigan; B.B.A.
Accounting.



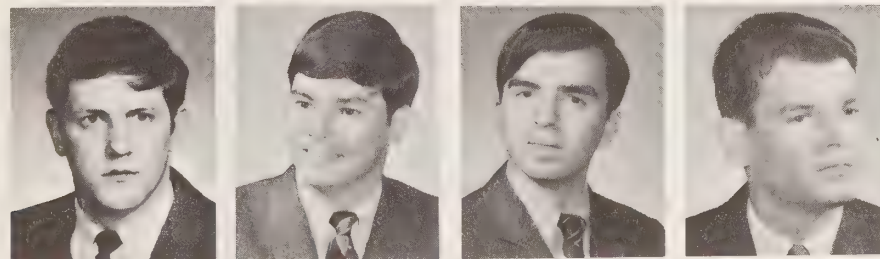
TIMOTHY W. WOODS. Niles, Michigan; LL.B.
Law.
ANTHONY R. WOODSTUFF. St. Louis, Missouri;
B.S. Chemical Engineering.
LOWELL C. YARUSSO. St. Paul, Minnesota;
A.B. History.
LOWELL W. YEAGER. Denver, Colorado; A.B.
Modern Languages.



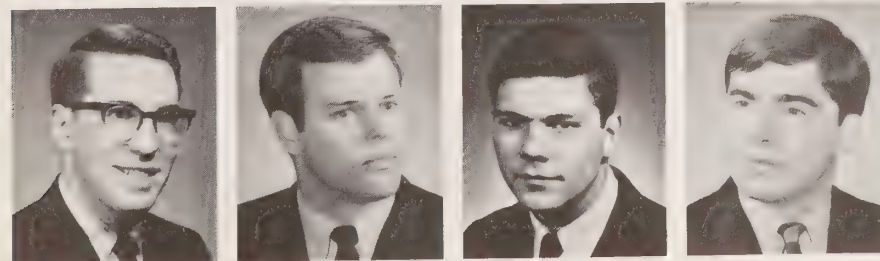
WENDELL W. YIM. Kaneohe, Hawaii; B.B.A.
Accounting.
RICARDO C. YSMAEL. Quezon City, Philippines;
A.B. Economics.
GREGORY C. YUST. Miami, Oklahoma; B.S.
Aero-Space Engineering.
PAUL J. ZALESKY. Red Bank, New Jersey; B.S.
Aero-Space Engineering.



DAVID L. ZELL. Little Rock, Arkansas; B.S.
Electrical Engineering.
DAVID C. ZENKEL. Rochester, New York; B.B.A.
Accounting.
THOMAS K. ZURCHER. C.S.C. Notre Dame,
Indiana; A.B. English.
LLOYD A. ADAMS. Philadelphia, Pennsylvania;
B.B.A. Finance.

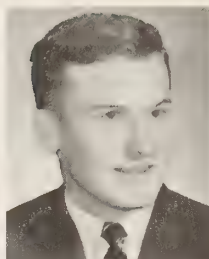
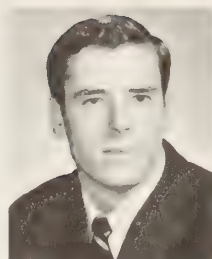


PETER S. ADAMS. Philadelphia, Pennsylvania;
B.B.A. Finance.
RAYMOND F. ALBERTO. Plainview, New York;
A.B. Psychology.
JOHN A. ALZAMORA. Pleasantville, New York;
A.B. English.
GEORGE R. ANDERSON. Hamden, Connecticut;
A.B. Sociology.

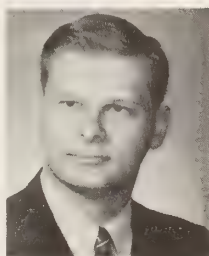


JOHN F. BAMBARA. Princeton, New Jersey; B.S.
Chemistry.
STEPHEN J. BENJAMIN. Hoopeston, Illinois;
B.B.A. Accounting.
ROBERT BIELSKI. Temperance, Michigan; A.B.
Preprofessional.
JAMES A. BISCEGLIA. Worcester, Massachusetts;
A.B. History.

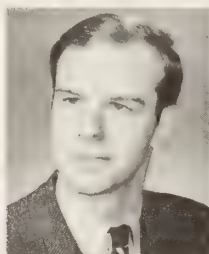
BRIAN J. McMAHON. Bronxville, New York;
A.B. Communication Arts.
JOHN R. McMENAMIN. Deerfield, Illinois; A.B.
Government.
RIAN J. McNALLY. Pleasanton, California;
B.B.A. Accounting.
BRUCE W. MORROW. Geneva, New York; A.B.
Modern Languages.



CHRISTOPHER J. MURPHY, JR. Falls Church,
Virginia; A.B. Government.
GREGORY A. NEUMAN. Morton Grove, Illinois;
A.B. Modern Languages.
DWIGHT L. NORWOOD. Manassas, Virginia;
B.S. Preprofessional.
JOSEPH P. O'CONNELL. Indianapolis, Indiana;
B.B.A. Finance.



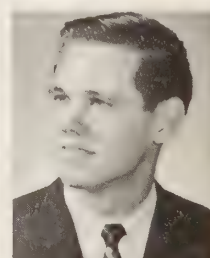
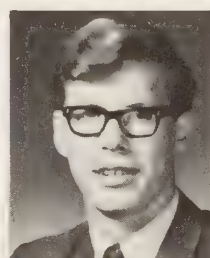
DENNIS M. O'DEA. Lowell, Massachusetts;
A.B. Government.
DENNIS M. O'FALLON. St. Louis, Missouri;
B.S. Physics.
DAVID W. PFEFFER. Duluth, Minnesota; B.S.
Preprofessional.
EDWIN M. PIERSON. Niles, Michigan; B.B.A.
Marketing.



THOMAS J. RICE. Eau Claire, Wisconsin;
B.S. Mathematics.
CRAIG F. ROGERS. Garden City, New York;
B.B.A. Finance.
LAWRENCE H. RUBLY. Chicago, Illinois; A.B.
Modern Languages.
A. MARK RUDIGER. Fort Salonga, New York;
B.B.A. Accounting.



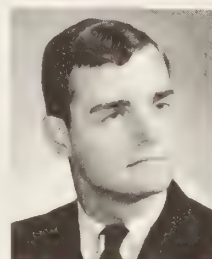
ROBERT H. RYAN. Montpelier, Vermont; B.S.
Preprofessional.
LARRY C. SCHLEETER. Kokomo, Indiana; B.B.A.
Management.
WILLIAM R. SCHMIDT. Elgin, Illinois; B.B.A.
Accounting.
STEVE P. SCHMITT. Philadelphia, Pennsylvania;
B.B.A. Accounting.

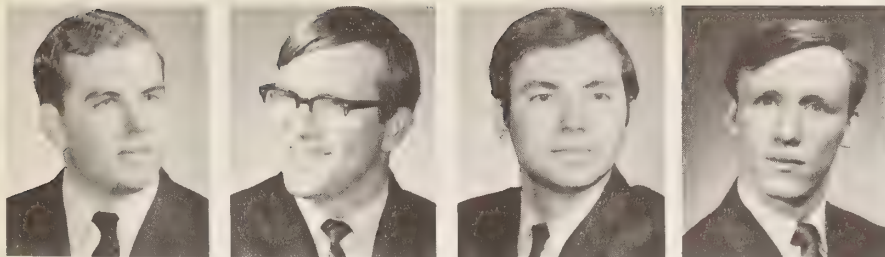


CHARLES S. SCHOTT. Pittsburgh, Pennsylvania;
A.B. Government.
FREDERICK A. SCHWARTZ. Salina, Kansas;
A.B. General Program.
TIMOTHY J. SIMPSON. South Bend, Indiana;
A.B. Psychology.
KENNETH J. SPISAK. McKees Rocks, Pennsyl-
vania; B.B.A. Finance.

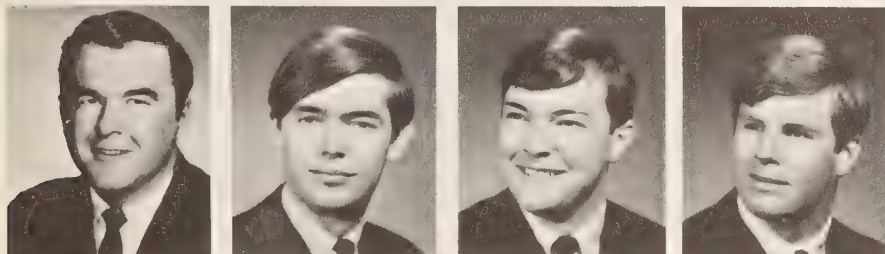


STEVEN C. VAN VOORHIS. Scarsdale, New
York; B.B.A. Management.
GARY P. VERLEYE. Mishawaka, Indiana;
B.B.A. Accounting.
STEPHEN R. WAY. Detroit, Michigan; A.B.
Communication Arts.
EDWARD J. WARD, JR. Peoria, Illinois; B.S.
Preprofessional.

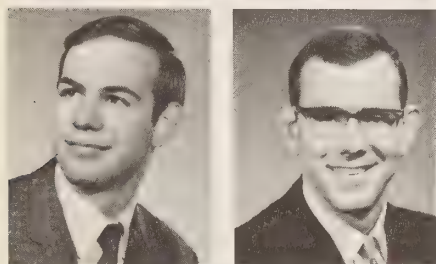




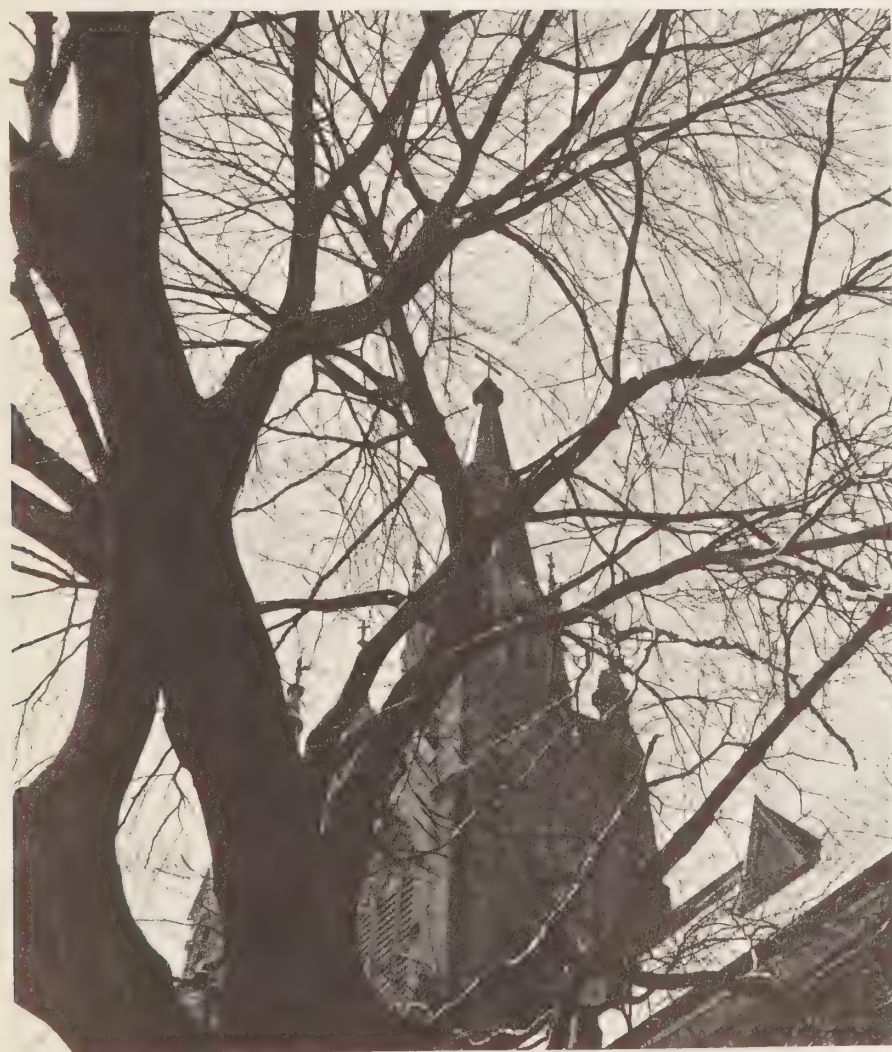
THOMAS M. WEEMS. Long Beach, California;
A.B. Economics.
JOHN F. WOZNIAK. Garden City Park, New
York; B.B.A. Accounting.
ROBERT S. ZACH. New Hyde Park, New York;
B.B.A. Management.
JOHN J. BLAKE. Milford, Connecticut; A.B.
English.



EDWIN T. BRODERICK. Mount Vernon, New
York; A.B. History.
PATRICK G. CORRADO. Port Jervis, New York;
B.Arch. Architecture.
JOHN H. GLORIEUX. Scarsdale, New York; A.B.
Communication Arts.
THOMAS P. KINGSTON, JR. Staten Island, New
York; A.B. Communication Arts.



CHARLES A. STEVENSON. Victoria, Texas;
A.B. English.



In Memoriam

Thomas A. Bruder
Rev. Thomas Cady C.S.C.
James E. Coston
Charles L. Didden
Stephen J. Donlon
Robert J. Duffy
Rev. James Gibbons, C.S.C.
Msgr. Philip Hughes
Rev. Thomas P. Irving C.S.C.
Frank W. Kelly
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Kevin Murphy
Armando J. Portal
James A. Reyniers
Michael J. Smith C.S.C.
Rev. Robert H. Sweeney C.S.C.
Helen C. White
James Whitney
Fredrick Zimmerman

Senior Index

A

ABATE, ENEST N.—LL.B.
59 Chatham St.
New Haven, Conn.
Gray's Inn; Legal Aid
Assoc; Moot Court

ABEYTA, MIGUEL A.—B.B.A.
907 Sierra Vista
Santa Fe, N. M.

ADAMS, ALBERT L.—B.B.A.
217 Cedarbrook Rd.
Ardmore, Pa.

ADLER, GARY—B.S.
1818 Jefferson
Pt. Pleasant, W. Va.
Physics Club

ADRIAN, TERENCE J.—A.B.
267 Manning Ave.
River Edge, N.J.
Aesculapians; Neighborhood
Study Help Program

AHERN, KERRY WM.—B.B.A.
260 W. Fairlawn Blvd.
Akron, Ohio
Beta Alpha Psi; Track

AHLGREN, STEPHEN J.—A.B.
239 John St.
Neenah, Wis.
Glee Club—Treas.

ALBERTO, RAYMOND F.—A.B.
101 Northern Pkwy.
Plainview, N.Y.

ALLEN, PHILIP M.—B.B.A.
409 Orchard Ave.
Battle Creek, Mich.

ALLMAN, FRANK D.—A.B.
306 Garry Dr.
New Britain, Conn.
Psi Chi;
Psychology Club—V.P.

ALVAREZ, CESAR G.—B.B.A.
6 de Diciembre 831
Quito, Ecuador

ALZAMORA, JOHN A.—A.B.
50 Clark St.
Pleasantville, N.Y.
Observer

AMBROSIO, JOSEPH N.—A.B.
6326 Carl Ave.
Cleveland, Ohio

AMER, JOHN C.—B.B.A.
21375 Endsley Ave.
Rocky River, Ohio
Glee Club

AMERMAN, JOHN E.—LL.B.
181 Madelon
Bellefonte, Mich.
Lawyer

AMMOND, JOHN SAMUEL—A.B.
119 N. Second St.
W. Branch, Mich.

ANDERSON, CARL E.—B.B.A.
Alexandra Dr.
Atmore, Ala.

ANDERSON, DENIS R.—B.S.
819 E. Angela Blvd.
South Bend, Ind.

ANDERSON, GEORGE F.—A.B.
1827 Lee
Des Plaines, Ill.
University Bands

ANDERSON, GEORGE R.—A.B.
99 Colonial Dr.
Hamden, Conn.

ANDERSON, STEPHEN L.—B.S.
48 Church Lane
Scarsdale, N.Y.
Alpha Epsilon Delta

ANDREWS, TIMOTHY V.—A.B.
260 Broadway
Taunton, Mass.
Confraternity of Christian
Doctrine; Scholastic;
University Bands

ANGELL, WILLIAM F.—B.B.A.
1107 Sycamore
Muscatine, Iowa

ANNIS, DAVID L.—A.B.
412 Linda View Ln.
Utica, N.Y.
Film Society; YCS

AUBREY, JOHN L.—B.B.A.
6775 Camaridge Ln.
Cincinnati, Ohio
Hockey

AZIZI, ENVER—B.Arch.
302 Town House Bldg.
Rio Piedras, P. R.
Judo Club—Pres.; Track

AZZARO, JOSEPH—A.B.
52 Overbrook Rd.
Pittsburgh, Pa.
Football

B

BACKUS, WILLIAM J.—B.S.
11820 Edgewater
Lakewood, Ohio

BADARACCO, GONZALO—B.Arch.
Doornanweg 45
Curacao, D.W.I.
Architecture Club

BAKER, JOHN WM., JR.—B.B.A.
3845 Glenfield Dr.
Knoxville, Tenn.

BAKER, PRESTON D.—B.S.
State Road
Westminster, Mass.

BALICH, GEORGE T.—B.Arch.
128 North St.
North Reading, Mass.

BALISIS, WILLIAM L.—B.B.A.
1808 S. 50 St.
Cicero, Ill.

BAMBARA, JOHN F.—B.S.
88 Crestview Dr.
Princeton, N.J.
A.C.S.

BARTLETTA, ROBERT T.—B.B.A.
724 Woodland Ave.
Punxsutawney, Pa.
Sailing Club; Ski Club

BARNARD, ALLEN D.—LL.B.
812 Main St.
Williston, N.D.
Gray's Inn

BARNES, BOYD T.—A.B.
1301 Michigan Ave.
Logansport, Ind.

BAROODY, MICHAEL E.—A.B.
1111 Francis Hammond
Alexandria, Va.
Young Republicans

BARR, JAMES P.—A.B.
613 Payne St.
Wood River, Ill.
A.I.A.A.; Judo Club;
Technical Review

BARRY, MARTIN P. JR.—A.B.
208 Worthington Ave.
Spring Lake, N.J.
Neighborhood Study Help
Program; Pre-Law Society

BARTH, PATRICK D.—A.B.
19939 W. Cleveland
South Bend, Ind.

BARTLEY, BRUCE H.—A.B.
1705 W. Illinois
Midland, Texas
Dean's List; Pre-Law Society;
Young Democrats

BARTON, ROLLY JUAN—B.S.
Casilla 5155
Miraflores,
Lima, Peru

BASQUILL, MICHAEL J.—A.B.
23 Burlington Ave.
Rockledge, Fla.

BAYER, STEPHEN G.—B.B.A.
Shelter Rock Rd.
Manhasset, N.Y.
Management Club

BECK, MICHAEL A.—A.B.
Rt. 1, Box 93
Bastrop, Texas
Neighborhood Study Help
Program

BEDNAR, GERALD J.—A.B.
6804 Southington
Parma, Ohio
Dean's List; Confraternity of
Christian Doctrine;
Young Democrats

BEDNAREK, WILLIAM J.—B.B.A.
14261 Pennsylvania
Dolton, Ill.

BEERS, JOHN C.—B.B.A.
900 W. University Pkwy.
Baltimore, Md.
Business Review; Commerce
Forum; WSND—
Business Manager

BEIRNE, KENNETH J.—A.B.
314 Curtis Ave.
Carle Plains, N.Y.

BELANGER, JOHN E.—B.B.A.
15 Dundonald Rd.
Belmont, Mass.

BELDEN, DAVID C.—B.B.A.
2421 Brentwood Rd.
Canton, Ohio

BELDING, CHARLES V.—B.B.A.
108 N. 3rd St.
Allegany, N.Y.
Marketing Club

BELL, DANIEL F.—B.S.
5231 Dewey Ave.
Rochester, N.Y.
University Bands

BELLAMY, J. RUSSELL—B.B.A.
4224 Versailles
Dallas, Texas

BELLINI, ENRIQUE—B.Arch.
Box 1141
St. Thomas, Virgin Is.

BELLUOMINI, EMILIO V.—LL.B.
2723 51st St.
Galveston, Texas
Moot Court

BENDER, STEPHEN—B.Arch.
718 W. Madison St.
Alexandria, Ind.
CILA; Joint Engineering Council;
Tau Beta Pi; Technical Review

BENESH, FRANK C.—B.S.
469 Hall Ave.
Perth Amboy, N.J.
A.I.E.E.

BENJAMIN, STEPHEN J.—B.B.A.
RR 2
Hoopeston, Ill.

BENKOVICH, JOHN M.—B.B.A.
3015 Riverview Ave.
McKeesport, Pa.

BENNETT, GEORGE H.—A.B.
6567 Spruce
Lockbourne AFB, Ohio
Choir

BERARDI, ANTHONY L.—A.B.
631 Coitsville Rd.
Campbell, Ohio

BERKOWICK, MICHAEL—A.B.
4205 Santa Fe
Lawton, Okla.

BERNARD, MICHAEL E.—A.B.
622 N. Cherry
Kenton, Ohio
Glee Club

BERNARD, THOMAS J.—A.B.
Moreau Seminary
Notre Dame, Ind.
CILA

BERNIER, JAMES R.—B.S.
Main Street
Greenville, N.H.

BERNOFF, BARNETT L.—A.B.
465 W. 23 St.
New York, N.Y.
Air Force ROTC Drill Team;
Arnold Society;
Irish Air Society

BERRY, CHRISTOPHER S.—B.B.A.
5778 Carnegie St.
San Diego, Calif.
Beta Gamma Sigma;
Management Club

BERRYMAN, ALBERT J.—A.B.
2142 8th Ave. North
Seattle, Wash.

BEST, DAVID G.—B.S.
312 Miller Rd.
Peoria Heights, Ill.
Aesculapians

BETTLER, THOMAS J.—A.B.
155 Spring
Charlestown, Ind.
Glee Club

BETZ, ALBERT L.—B.S.
8914 Lou Court
St. Louis, Mo.

BETZ, WILLIAM J.—B.B.A.
3200 Cullen Dr.
Brookfield, Wis.

BEYER, WILLIAM J.—B.B.A.
5101 Howe Dr.
Shawnee Mission, Kan.
Kansas City Club—Pres.

BIANCHI, LOUIS A.—LL.B.
1454 W. Beruya Ave.
Chicago, Illinois
Moot Court

BIEHLE, RONALD A.—B.S.
1125 7th St.
Lorain, Ohio
WSND

BIEL, MICHAEL R.—A.B.
609 West Main
Sparta, Wis.
Pre-Law Society
WSND

BIELSKI, ROBERT—A.B.
115 Sterns Rd. Rt 3
Temperance, Mich.

BIGGS, JAMES M.—A.B.
50 N. Poinciana
Satellite Beach, Fla.

BIGLEN, GUY T.—A.B.
Box 134
Big Timber, Mont.

BIGLER, JAMES M.—B.B.A.
500 Bennett Rd.
Hilton, N.Y.

BILLINGS, PETER B.—B.S.
708 Ransom St.
Ripon, Wis.
Biology Club

BILLINGSLEY, H. CLAY—A.B.
4953 Chapel Hill
St. Louis, Mo.

BILLITER, JAMES H.—B.S.
1798 Orlando Rd.
Columbus, Ohio

BINGLE, WILLIAM J.—A.B.
2333 Westbrook Dr.
Toledo, Ohio
Arnold Air Society

BIRZER, ROBERT E.—B.B.A.
3070 Fulton Rd. NW.
Canton, Ohio
Beta Alpha Psi
Commerce Forum

BISCGLIA, JAMES—A.B.
32 Mary Ann Dr.
Worcester, Mass.

BISSEMEYER, ROGER J.—A.B.
8498 Owlwood Ln.
Cincinnati, Ohio

BIXBY, RONALD H.—A.B.
1905 N. Morrison
Appleton, Wis.

BLACKWELL, JAMES E.—A.B.
1825 Woodward
Grand Rapids, Mich.

BLAKE, JOSEPH G.—A.B.
3396 Dorchester
Shaker Heights, Ohio
Pre-Law Society; WSND;
Young Republicans; Blue Circle

BLAKE, RALPH J.—B.B.A.
1514 W. Vernon
Phoenix, Ariz.
Neighborhood Study Help
Program

BLAUM, LOUIS C.—B.S.
244 Scott St.
Wilkes-Barre, Pa.
Lacrosse

BLEEG, MICHAEL J.—B.B.A.
602 Golf Club Rd.
Newton Sq., Pa.
Arnold Air Accounting Society;
Beta Alpha Psi

BLEIER, ROBERT P.—B.B.A.
201 S. Walnut
Appleton, Wis.
Football—Captain;
Management Club

BLONSKA, FRANCIS P.—A.B.
988 Nelaview Rd.
Cleveland Heights, Ohio

BLUM, RICHARD J.—A.B.
2887 Alpine Terr.
Cincinnati, Ohio
Honor Council

BLUM, THOMAS J.—A.B.
166 Kent Dr.
Pittsburgh, Pa.

BLUMBERG, RICHARD M.—A.B.
1740 James Rd.
St. Paul, Minn.
CILA

BODENSTEINER, IVAN E.—LL.B.
204 N. Walnut St.
West Union, Iowa

BOEHNNEN, DAVID L.—A.B.
804 Vincent Pl.
Mitchell, S.D.
Arts and Letters Business
Forum; Political Science Club;
Pre-Law Club

BOESTER, JEFFREY A.—B.S.
2937 Westbrook Dr.
Fort Wayne, Ind.

BOHAN, HUMPHREY T.—A.B.
135 Garden St.
Garden City, N.Y.

BOLDUC, VINCENT L.—A.B.
13 Brookside Cir.
Wilbraham, Mass.
Sociology Club—Pres.;
Track

BOLIVAR, JUAN C.—B.S.
5421 Rue Monet
Indianapolis, Ind.

BOMBERGER, WM. A.—B.S.
4101 S. 17th St.
Lincoln, Neb.
Science Quarterly

BONDARENKO, ROBERT—B.B.A.
261 Ridge St.
New Milford, N.J.

BONENBERGER, LANDERS P.—LL.B.
6 Rush Ave.
Wheeling, West Virginia.
Gray's Inn; Moot Court

BONFANTI, PAUL S.—B.S.
62 Woodland Ave.
Rockville Ct., N.Y.
A.I.A.A.; Glee Club

BOQUET, ANDREW H.—A.B.
8432 Tern Circle
Huntington Beach, Calif.

BORN, TIMOTHY R.—B.B.A.
P.O. Box 627
Clovis, Calif.
Innsbruck Club

BOSCO, JOSEPH S.—B.Arch.
150 Straitsville
Prospect, Conn.

BOTCH, DENNIS C.—B.B.A.
2516 35 Ave.
Rock Island, Ill.

BOTTCHER, RONALD H.—A.B.
Box 225 Church St.
Algonquin, Ill.

BOTTI, MICHAEL P.—B.B.A.
10 Highland View Place
Middletown, N.Y.
Lacrosse

BOTTINO, JOSEPH C.—B.S.
18 Hewitt Ave.
Bronxville, N.Y.

BOUCEK, ANTHONY J.—B.S.
3208 Perrysville
Pittsburgh, Pa.

BOURKE, THOMAS K.—A.B.
140 Elmwood Terr.
Elmhurst, Ill.
Neighborhood Study Help
Program; Swimming

BOYLE, JOHN T.—B.S.
10 Babbling Brook Ln.
Suffern, N.Y.
Aesculapians; Biology Club;
WSND; Alpha Epsilon Delta

BOZZELLI, DOMINIC—B.S.
3917 Lake Ave.
Rochester, N.Y.

BRADLEY, JOHN E.—B.B.A.
2307 Knowles Rd.
Wilmington, Del.
Fisher Hall—Pres.

BRADLEY, ROBERT H.—A.B.
6900 Shamrock Dr.
Little Rock, Ark.

BRADY, JOHN P.—A.B.
714 S. Marshall
Caledonia, Mn.

BRADY, ROBERT L.—A.B.
508 N. Perry St.
Titusville, Pa.
Observer

BRADY, THOMAS P., JR.—B.B.A.
107 Nichols Rd.
Cohasset, Mass.

BRANCIFORTE, JOS L.—B.Arch.
969 Bridge St.
Westwood, N.J.

BRANDMEIER, PHILIP—B. Arch.
145 Overbrook Rd.
Rochester, N.Y.

BRANDT, STEPHEN C.—B.B.A.
542 Devonshire Ct.
Severna Pk., Md.

BRATTHAUAR, THEO J.—B.B.A.
319 E. York St.
W. Chicago, Ill.

BRAY, GEORGE G.—A.B.
93 Forest St.
New Britain, Conn.

BREHL, ROBERT J.—B.S.
125 S. 18th St.
Coshocton, Ohio

BREHM, JAMES ALLEN—A.B.
1319 Birchard Av.
Fremont, Ohio
Monogram Club; Swimming

BREILING, HAROLD L.—A.B.
45550 N. Gratiot
Mt. Clemens, Mich.
Young Republicans

BRENNAN, JOHN S.—B.S.
2029 Wawona St.
San Francisco, Calif.

BRENNAN, JOSEPH F.—A.B.
McCouns Ln.
Oyster Bay, N.Y.

BRENNAN, MICHAEL W.—B.B.A.
826 Somonauk
Sycamore, Ill.
Rugby

BRENNAN, TIMOTHY F.—B.S.
3407 Rocky River Dr.
Cleveland, Ohio
Neighborhood Study Help
Program

BRENNAN, WILLIAM J.—A.B.
551 First St.
Brooklyn, N.Y.
Rugby; Ski Club

BRENNER, JOSEPH F.—A.B.
19 Winters St.
Oakland, N.J.

BRESNAHAN, MICHAEL D.—A.B.
3510 W. 116 Pl.
Chicago, Ill.
Judo Club; NROTC Pistol Team

BRETTILL, RICHARD A.—A.B.
924 Alice Ave.
Belle Vernon, Pa.
Young Democrats

BRISLIN, THOMAS D.—A.B.
19 Circle Dr.
Dallas, Pa.
Dean's List; Academic Commission
—V.P.; Debate; Juggler

BROADLEY, TIMOTHY S.—A.B.
12 Yonkers Ave.
Tuckahoe, N.Y.

BROCKLEY, DONALD A.—A.B.
102 Kenosha St.
Albany, N.Y.
Hudson Valley Club—Sec.

BRODERICK, EDWIN T.—A.B.
290 Collins Ave.
Mt. Vernon, N.Y.

BRODERICK, JOHN W.—B.B.A.
9 Geyerwood La.
St. Louis, Mo.

BRODERICK, LAURANCE G.—B.B.A.
241 Orr Rd.
Pittsburgh, Pa.
Student Senate; Cheer Leader;
Bengal Boats

BROWN, JOHN A.—A.B.
940 Washington Rd.
Pittsburgh, Pa.

BROWN, MARK A.—A.B.
10308 Forest Brk. Ln.
St. Louis, Mo.
Cleveland Club—Sec.;
Sailing Club—Sec.

BROWN, STANLEY M. JR.—A.B.
2728 Henry Hudson
New York, N.Y.

BROWNE, DAVID J.—B.B.A.
6135 98 St.
Rego Park, N.Y.
Innsbruck Club

BROWNE, MICHAEL G.—B.B.A.
243 Lakeland
Grosse Point, Mich.
Dillion Hall—Sec.;
Junior Parent Weekend;
Social Commission—
Bus. Manager

BRUEGGEN, DAVID V.—B.B.A.
403 N. Broadway
Leavenworth, Kan.
Innsbruck Club

BRUGGEMAN, TERRANCE J.—A.B.
59 Dogwood Terr.
Ramsey, N.J.
Arts & Letters Bus. Forum;
Neighborhood Study
Help Program; Pre-Law Society

BUCHBINDER, NED A.—A.B.
1120 N. Harding
Chicago, Ill.
Film Society; Peppies Club

BUENNAGEL, GEORGE D.—B.B.A.
3902 N. Grant Ave.
Indianapolis, Ind.
Beta Alpha Psi; Sailing Club;
University Bands

BURCHETT, GLENN A.—A.B.
2822 E. Standish
Anaheim, Calif.
Fencing; LUNA; Monogram
Club; Young Decocrats

BURGENER, MICHAEL A.—A.B.
315 S. Fourth St.
Marion, Ill.
Football; Track; Weightlifting
Club—Capt.

BURGESS, JOHN A.—LL.B.
410 S. 25th St.
South Bend, Ind.
Notre Dame Lawyer

BURKHARDT, JOHN E.—B.S.
619 Gibbs Ct.
Plainfield, Ind.
A.I.A.A.; S.A.M.E.

BURMAN, JOHN M.—A.B.
1031 Hansen St.
W. Palm Beach, Fla.
Mental Health Chapter—Treas.;
Pre-Law Society

BURNS, WILLIAM G., JR.—A.B.
264 N. Ithan Ave.
Villanova, Pa.

BURROWS, ROBERT A.—A.B.
82 Glen Hill Rd.
Wilton, Conn.

BUSH, THOMAS L., JR.—B.B.A.
1811 Lombardy Ave.
Nashville, Tenn.

BUTTIGIEG, JOSEPH, III—B.B.A.
20471 Audette
Dearborn, Mich.
Finance Club; Lacrosse

BUTZ, RICHARD L.—B.Arch.
112 Nation Ave.
Eaton, Ohio

BYLEBYL, MICHAEL E.—A.B.
239 Christiana St.
N. Tonawanda, N.Y.

BYRNE, JAMES E.—A.B.
23639 Barkman
Roseville, Mich.
Honor Council; Young Democrats

BYRNES, JOHN T., JR.—A.B.
542 McDowell
Delavan, Wis.
Alpha Epsilon Delta

BYRON, MICHAEL E.—A.B.
301 Rutledge St.
Gary, Ind.

C

CACE, JOHN S., III—B.B.A.
13 Iris Circle
Longview, Texas

CAFFARONE, DOUGLAS—B.B.A.
353 B. 145 St.
Rockaway Pk., N.Y.

CAHILL, PATRICK F.—A.B.
256 Luray N.W.
Grand Rapids, Mich.
Mental Health Chapter; WSND;
Young Democrats

CAIRO, JOSEPH G.—A.B.
14 Riverdale Ave.
Belleville, N.J.

CALABRESE, ALFRED W.—B.B.A.
5855 N. Sheridan Rd.
Chicago, Ill.

CALABRIA, DAVID C.—A.B.
59 Arlington St.
Reading, Pa.
Neighborhood Study Help
Program

CALABRIA, JOHN A.—B.S.
102 W. Spring St.
Reading, Pa.
Student Government

CALONE, RICHARD S.—B.B.A.
176 Pueblo Dr.
Pittsburg, Calif.
Commerce Forum

CAMBRON, RICHARD B.—A.B.
1427 Brookside Dr.
Evansville, Ind.
Baseball

CAMERON, DAVID J.—A.B.
156 Spring Ave.
Hatboro, Pa.
Glee Club; WSND;
Young Republicans

CAMERON, OLIVER G.—A.B.
510 Maple
Wilmette, Ill.

CAMP, DENNIS L.—A.B.
118 McMonagle Rd.
Pittsburgh, Pa.

CAMP, RICHARD M.—B.S.
9218 Volunteer Dr.
Alexandria, Va.
YCS

CANESTARO, JAMSE C.—B.Arch.
5 Joy St.
Cortland, N.Y.
A.I.A.A.; Dome; Observer

CANNON, JAMES T.—B.B.A.
905 Meadows Rd.
Geneva, Ill.

CANO, GERALD G.—B.S.
123 Carmella Dr.
McKeesport, Pa.

CANO, MAURICIO—B.S.
Carreta 51 54 62
Medellin, Colombia

CANTWELL, BRIAN J.—B.S.
15 Hollywood Ave.
Massapequa, N.Y.

CAPPS, GEORGE K.—A.B.
8 Huntleigh Woods
St. Louis, Mo.

CAREY, JOHN L.—B.B.A.
1131 N. Armstrong
Kokomo, Ind.
Glee Club

CARFAGNO, JAMES A.—B.S.
322 N. Lemley
Atkins, Ark.
A.I.Ch.E.; Neighborhood Study
Help Program;
Technical Review

CARR, PATRICK F., JR.—B.B.A.
903 Merrick Ave.
Collingswood, N.J.
Farley Hall—Treas.;
La Fortune Student Mgr.

CARRIGAN, RICHARD M.—B.B.A.
3538 Lyons
Evanston, Ill.
Hockey Club; Rugby

CARRIGAN, TERENCE—B.S.
8300 Springvalley
Cincinnati, Ohio
Dean's List; Alpha Epsilon
Delta—Sec.; Aesculapians

CARROLL, GERARD P.—A.B.
211-19-38 Ave.
Bayside, N.Y.
Keenan Hall—Pres.;
Pangborn Hall Senator

CARROLL, MICHAEL J.—A.B.
235 Manchester Rd.
River Edge, N.J.

CARROLL, MICHAEL T.—B.S.
7215 Alexander
Hammond, Ind.

CARTER, RICHARD J.—A.B.
576 Fourth St.
Brooklyn, N.Y.

CARTY, MICHAEL R.—B.B.A.
99 Maxwell Ave.
Geneva, N.Y.

CASEY, DANIEL W., JR.—B.S.
202 Scarboro Dr.
Solvay, N.Y.
Dean's List; Aesculapians—Pres.
Alpha Epsilon Delta—Treas.;
Student Senate

CASEY, ROBERT R.—B.B.A.
5533 Bancroft Dr.
New Orleans, La.
Beta Alpha Psi; Dixie
Club—Treas.; University Bands

CASSIDY, THOMAS P.—A.B.
102B2 Pin Oak So.
Mishawaka, Ind.

CASSILLO, PAUL L.—B.S.
Rd. 1 Maple Ave.
Scotia, N.Y.

CASTELLAN, C. PATRICK—B.S.
709 Pine Ridge Rd.
Media, Pa.
A.I.Ch.E.; Glee Club

CASTELLANI, BERNARD J.—B.B.A.
2619 Rodman St.
Hollywood, Fla.

CASTO, MARTIN G.—B.S.
1011 S. Myrtle
Villa Park, Ill.

A.I.Ch.E.; Hockey Club

CASTROP, KENNETH J.—B.S.
1343 Linwood Ave.
Columbus, Ohio

CAVANAUGH, EUGENE L.—B.B.A.
1100 Hester St.
Johnstown, Pa.

CAVERLY, ROBERT J.—A.B.
130 E 75th
New York, N.Y.
Lacrosse

CELIO, JOHN T.—B.B.A.
45 Hawthorne St.
Rutherford, N.J.

CILIA

CELMER, DAVID R.—A.B.
127 Willow Ave.
Rochester, N.Y.
Baseball

CEPEDA, RODRIGO E.—B.S.
Sociedad Agricola
Pucala Aptdo 144
Lima, Peru

LUNA; Ski Club; Soccer

CEVASCO, JAMES J.—B.B.A.
Grandview, 9 W.
Nyack, N.Y.
AFROTC Drill Team; Irish Air
Society; Sports Car Club

CHAPMAN, JAMES H.—A.B.
510 Elm St.
Martins Ferry, Ohio
Neighborhood Study Help
Program; YCS; Zahm Hall—V.P.

CHELMINIAR, PAUL L.—B.Arch.
4121 54th SW.
Seattle, Wash.
A.I.A.—Pres.

CHEMA, THOMAS V.—A.B.
131 Thompson Ave.
E. Liverpool, Ohio
Senior Class—Sec.; Student
Government; Voice

CHERUBINI, JEROME A.—A.B.
5737 N. Sunnypoint
Glendale, Wis.

CHESNEY, JOHN J.—B.S.
1007 E. 10th St.
Duluth, Minn.
A.S.M.E.

CHILES, ROBERT L.—A.B.
388 Greenfield Rd.
Memphis, Tenn.
Monogram Club; Swimming

CHISMAR, MICHAEL A.—B.B.A.
50 Bloomingdale Ave.
Garfield, N.J.

CHROBOT, EMERY F.—A.B.
2515 Bonds Ave.
South Bend, Ind.

CHUANG, ANTHONY—B.Arch.
2 Headland Rd.
Hong Kong, China

CHUCK, FRANK J.—B.S.
84 Montgomery St.
Canajoharie, N.Y.
A.I.Ch.E.; Mental
Health Chapter; Rugby

CIMINO, LEWIS R.—B.S.
680 N. 57 St.
Omaha, Neb.
Dean's List; Aesculapians;
Scholastic; Science Quarterly

CLAESGENS, CHARLES A.—A.B.
521 Wendel Pl.
Oradell, N.J.

CLARK, HAROLD J.—A.B.
2531 Oak Ct.
Seaford, N.Y.
Innsbruck Club; Voice

CLARK, JOHN T.—B.S.
282 Mull Ave.
Akron, Ohio

CLARK, WILLIAM JR.—A.B.
573 Monroe Ct.
River Edge, N.J.

CLARKE, ALEXANDER G.—B.S.
37840 Jackson Rd.
Chagrin Falls, Ohio
Swimming

CLARKE, RICHARD A.—A.B.
1406 Jan Dr.
Wilmington, Del.
Neighborhood Study Help
Program

CLASBY, THOMAS V.—B.Arch.
Mill Road
Ipswich, Mass.

CLEARY, JAMES P.—B.B.A.
75 S. Deeplands
Grosse Pointe, Mich.

CLEARY, WILLIAM J.—B.B.A.
22429 N. Nottingham
Birmingham, Mich.

CLIFFORD, WILLIAM V.—A.B.
512 W. 57 Ave.
Gary, Ind.
Neighborhood Study Help
Program

COBLE, MELVIN A.—B.S.
7462 Skye Dr. So.
Jacksonville, Fla.

COCCOLI, MICHAEL P.—B.S.
17 Juniper Dr.
Cranston, R.I.
Mental Health Chapter;
Neighborhood Study Help
Program

COHEN, MICHAEL G.—B.B.A.
191 Presidential
Bala Cynwyd, Pa.
Swimming; Philadelphia
Club—Treas.

COLEMAN, E. MICHAEL—B.B.A.
69 Webber Pl.
Grosse Pointe, Mich.

COLEMAN, RICHARD J.—B.B.A.
130 Sedgwick Rd.
Syracuse, N.Y.

COLEMAN, WILLIAM T.—LL.B.
412 Selbourne Road
Riverside, Illinois
Notre Dame Lawyer

COLLINS, DANIEL J.—B.B.A.
601 Maple Ave.
Philadelphia, Pa.
WSND

COLLINS, DENNIS G.—LL.B.
209 Nahant Road
Rochester, N.Y.
1st class—Pres.;
Student Bar Assoc.—V.P.

COLLINS, KENNETH—B.S.
50 14 Ave. N
Fargo, N.Dak.
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PO Box 1105
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3229 Metairie Ct.
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88 Renaud
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385 Avon Dr.
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HABING, MICHAEL A.—A.B.
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1520 S. Fifth St.
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Wake Island

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Box 167
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WSND

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I

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1231 W. Washington
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JURJEVIC, RICHARD A.—B.S.
13052 Exchange
Chicago, Ill.
AIAA; Lacrosse

K

KABAT, DAVID L.—A.B.
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R.R. 2, Box 83
Hockessin, Del.
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Euclid, Ohio
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103 Alexander St.
Schenectady, N.Y.
Aesculapians; Lacrosse; YCS
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832 S. Lodge Ln.
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Deans List; Finance Club; Honor
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7237 N. Ridge
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7124 Helmsdale Rd.
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Garwood, N.J.
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11 Somersset St.
Wethersfield, Conn.

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2906 Cortland Pl.
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208 Montclair
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KELLEY, PAUL E.—B.S.
18 Brookings St.
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2711 Loop Drive
Cleveland 13, Ohio
Notre Dame Lawyer
KELLY, DENNIS P.—B.B.A.
554 9th St.
Brooklyn, N.Y.
Beta Alpha Psi
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Student Senate
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Bengal Bouts
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4102 Oliver St.
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Tacoma, Wash.
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5 Devonshire Ln.
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KUKANKOS, JOHN A.—A.B.
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156 Bartell Dr.
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Young Republicans
KUROWSKI, STEPHEN A.—A.B.
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Gary, Ind.
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10823 Tanager
Brecksville, Ohio
KURTZ, EDWARD C., JR.—A.B.
1700 Oriole St.
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69 Miller Rd.
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283 Ave. A
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LAFFEY, WILLIAM T.—A.B.
2418 Beaufort Ave.
Pittsburgh, Pa.
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Manchester, N.H.
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140 Greenridge Ave.
White Plains, N.Y.
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LANGMACH, RONALD—A.B.
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6616 East Oak St.
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5852 Norwaldo
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86-24 53 Ave.
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LARIMER, RONALD A.—B.B.A.
3812 School Hs. Ln.
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LARKIN, JAMES R.—B.S.
508 Turnpike
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LARKIN, TERRANCE E.—B.S.
Pierce City, Mo.
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LARSON, KENNETH P.—B.B.A.
576 N. First St.
New Hyde Park, N.Y.
LARSON, RICHARD D.—B.B.A.
1 Ann Blvd.
Spring Valley, N.Y.
LARSON, ROBERT H.—B.S.
202 San Pedro Cir.
Benson, Ariz.
LA TERZA, JAMES D.—A.B.
1961 Meridian Ave.
San Jose, Calif.
LAVELLE, JOSEPH P.—B.S.
9933 Stout
Detroit, Mich.
Physics Club; Young Democrats
LAVIN, JOHN M.—B.S.
727 Rankin Ave.
Schenectady, N.Y.
I.E.E.E.; WSND
LAVIN, KEVIN J.—A.B.
455 Maple Rd.
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A.S.C.E.; CILA—Sec.; Track
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Dorchester, Mass.
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LEE, DAVID R.—A.B.
9235 N. Harding
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LEE, JOSEPH M.—B.S.
P.O. Box 126
Leitchfield, Ky.
Blue Circle
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2051E Meadowbrook
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LEGER, JAMES D.—B.B.A.
2459 Chester St.
Eureka, Calif.
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LEND, ARTHUR J.—B.S.
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157 84 St.
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LENSING, DAVID C.—A.B.
PO, Box 31
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LENSKI, FRANCIS L.—A.B.
2410 10th St.
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Pre-Law Society
LEOTTA, ALFRED J.—A.B.
700 Lowell Ave.
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Essexville, Mich.
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LEWIS, P. TIMOTHY—A.B.
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222 Lormar St.
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516 Somersset Dr.
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Washington, D.C.
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238 Melville Ln.
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Omaha, Nebr.
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308 N. Gill
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CILA; Pre-Law Society
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356 Whittier
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Long Beach, Calif.
Dean's List; Neighborhood
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Winnetka, Ill.

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LYNCH, DAVID E.—B.S.
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A.S.M.E.; Neighborhood
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LYSAUGHT, JAMES V.—B.S.
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M

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MAHAR, SEAN—A.B.
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MANION, CHRISTOPHER—A.B.
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South Bend, Ind.

MANNELLY, JOSEPH B.—B.B.A.
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Augusta, Ga.
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Huntington W. Va.

MANNINO, RICHARD L.—LL.B.
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Moot Court

MANROD, WILLIAM E.—B.S.
324 Bellevue Dr.
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78 Petrie Rd.
Coraopolis, Pa.

MAROTTA, JOHN J.—B.S.
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2112 Woodland
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MARTIN, GARY M.—B.Arch.
8170 Lillian
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1206 Leeds St.
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Auburn, N.Y.

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124 S. Valley Rd.
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Grand Forks, N.Dak.

MAXWELL, JOHN J.—B.S.
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South Bend, Ind.

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Williamsville, N.Y.

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MAZANEC, JAMES F.—A.B.
6795 Green Ridge
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MCADAMS, MICHAEL X.—A.B.
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Scholastic—Sports Ed.

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1612 Southwood Ave.
South Bend, Ind.
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MCCAFFREY, WILLIAM J.—B.S.
484 Centre St.
Milton, Mass.
WSND

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7838 Oglesby Ave.
Chicago, Ill.

MCCARTHY, BRIAN J.—B.S.
51 Fairview Ave.
Verona, N.J.
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MCCARTHY, BRIAN T.—A.B.
916 Hammond Dr.
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Neighborhood Study Help; YCS

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Neighborhood Study Help;
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1807 N. 77 Ave.
Elmwood Park, Ill.

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Confraternity of Christian
Doctrine

MCCLORY, THOMAS I.—A.B.
199 E. Lake Shore Dr.
Chicago, Ill.

MCCLOSKEY, T. D., JR.—A.B.
600 Ballytore Rd.
Voice; WSND; Young Democrats

MCCORMICK, MICHAEL—A.B.
930 Makaiwa St.
Honolulu, Hawaii
Badin Hall—Treas.

MCCORMICK, STEVEN D.—A.B.
42 Enfield Rd.
St. Louis, Mo.

MCCOY, JACK T.—B.S.
43 Manhasset Tr.
Medford Lakes, N.J.

MCCOY, JAMES J.—B.S.
1917 Robbins Ave.
Niles, Ohio

MCCRACKEN, DAVID—B.S.
212 Rumbold Ave.
North Tonawanda, N.Y.

MCCUE, JAMES A.—A.B.
746 Broad St.
Shrewsbury, N.J.

MCCULLOUGH, M. F.—A.B.
1038 N. Niles Ave.
South Bend, Ind.
Voice; YCS

MCDANIEL, ROBERT S.—B.S.
907 Hanley Rd., Apt. 9
Clayton, Mo.
A.C.S.; Knights of Columbus

MCDERMOTT, THOMAS—A.B.
343 Ball Park
Grand Rapids, Mich.
Neighborhood Study Help
Program

MCDONALD, JOSEPH W.—B.B.A.
69 Remsen Ave.
Wappingers Fall, N.Y.

MCDONALD, ROBERT K.—B.B.A.
95 Grand Ave.
Falmouth, Mass.
Student Senate

MCDONALD, SAMUEL G.—B.S.
4701 Kenmore Ave.
Alexandria, Va.

MCGARRY, MICHAEL T.—A.B.
47 Continental Rd.
Schendectady, N.Y.

MCGILL, MICHAEL R.—A.B.
6727 Osborn
Hammond, Ind.
Football; Monogram Club

MCGOUGH, MATTHEW L.—B.B.A.
940 Olive St.
Florence, Ala.
Dixie Club—Sec.

MCGOVERN, T. DAVID—A.B.
445 Sunset
Barrington, Ill.
WSND

MCGRATH, JOHN J.—A.B.
609 S. Elmwood
Oak Park, Ill.
Bengal Bouts

MCGRATH, THOMAS J.—B.S.
778 Clinton Ave.
Westwood, N.J.
Dean's List; A.I.Ch.E.

MCGREEVY, TIMOTHY—A.B.
2505 Maryknoll Dr.
Sioux Falls, S.Dak.
Young Republicans

MCGUAN, AUSTIN R.—B.S.
8131 S. Maplewood
Chicago, Ill.
Dean's List; Alpha Epsilon Delta

MCGUIRE, MICHAEL F.—B.S.
921 N. Francis
South Bend, Ind.

MCHARG, MICHAEL O.—B.S.
424 N. Union Ave.
Cranford, N.J.
A.S.M.E.

MCINERNEY, MICHAEL—A.B.
24502 Winona
Dearborn, Mich.
Scholastic—Editor

MCINTYRE, MICHAEL P.—A.B.
3004 Turner St.
Allentown, Pa.

McKENNA, THOMAS E.—A.B.
7201 Crandon Ave.
Chicago, Ill.

McKENNA, THOMAS F.—A.B.
2148 Ross St.
Madison, Ind.

McKEON, MICHAEL J.—A.B.
316 E. 7th Ave.
Anaconda, Mont.
Rugby

McKIRCHY, JAMES R.—B.B.A.
107 Cambrook Row
Williamsville, N.Y.

McLAUGHLIN, JOHN—A.B.
4148 W. 219 St.
Fairview Park, Ohio

McLOCHLIN, JAMES P.—B.B.A.
511 Riviera Apt.
Little Rock, Ark.

McMAHON, PATRICK J.—A.B.
324 Burns St.
Forest Hills, N.Y.

McMANUS, BRIAN J.—A.B.
4 Woodlawn Ave. E.
Utica, N.Y.

McMENAMIN, JOHN R.—A.B.
45 Cody Lane
Deerfield, Ill.

McMULLAN, MICHAEL P.—A.B.
1512 Calif St. NE.
Albuquerque, N.M.
AIESEC; Y.C.S.

McNALLY, RIAN J.—B.B.A.
4267A Pleasanton Ave.
Pleasanton, Calif.

McNULTY, LEONARD L.—A.B.
1642 N. Fremont
South Bend, Ind.

McPARTLIN, RICHARD F.—B.S.
9554 Longwood
Chicago, Ill.
Bengal Bouts

McSHANE, JOHN Q.—A.B.
7139 Cornell
University City, Mo.

McSWEENEY, EUGENE T.—B.B.A.
14 Mann Ave.
Needham, Mass.
Student Manager

McTIGUE, BRIAN J.—A.B.
604 N. 13th St.
Fort Dodge, Ind.
Debate; YCS

MEANEY, JOHN M.—A.B.
33 Yale St.
Garden City, N.Y.
Wrestling

MEATHE, EDWARD A.—B.S.
8044 S. Sargent Ave.
Whittier, Calif.
Fencing; I.E.E.E.;
Kampus Keglers

MEHLMANN, JOSEPH—B.S.
814 Hankes Ave.
Aurora, Ill.

MELEWICZ, FRANK M.—B.S.
6703 McCahill Terr.
Laurel, Mo.

Judo Club; Neighborhood Study
Help Program

MELONE, RALPH JOS.—B.S.
9 Beech
Mount Top, Pa.

MELSHEIMER, JOHN T.—A.B.
4238 Mendenhall
Dallas, Texas
Scholastic

MELZER, RANDALL C.—B.B.A.
1717 Brighton Beach Rd.
Menasha, Wis.

MENICCHETTI, RONALD—B.B.A.
320 Murphy Ave.
Endicott, N.Y.

MENTONE, FRANCIS W.—A.B.
5839 Midway Pk.
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20 Buttonwood Dr.
Shrewsbury, N.J.
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108 Hazelton St.
Ridgefield Park, N.J.
Scholastic

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2305 N. Rutherford
Chicago, Ill.

MICHAELS, PATRICK G.—B.B.A.
4614 Standish Dr.
Fort Wayne, Ind.
Knights of Columbus

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1632 L. W. E.
Mishawaka, Ind.

MIGAS, JAMES F.—A.B.
Amherst Junct. 187
Wisconsin
Neighborhood Study Help
Program

MIKA, PHILIP J.—B.S.
1637 Canfield Rd.
Youngstown, Ohio
Aesculapians; Alpha Epsilon Delta;
Student Government

Senior Index

MIKLUSAK, THOMAS A.—A.B.
1005 150th St.
Hammond, Ind.
Choir; Hospital Volunteer

MIKSIK, PAUL J.—A.B.
26 Greenleaf Dr.
Danvers, Mass.

MILCETICH, JOHN G.—B.S.
221 S. McKinley
Alliance, Ohio
Dean's List; Fencing; Neighborhood
Study Help Program

MILLER, JOHN M.—B.S.
16500 Westmoreland
Detroit, Mich.
A.C.E.

MILLER, (Bro.) JOHN T.—A.B.
Notre Dame, Ind.

MILLER, LAWRENCE E.—LL.B.
2822 Milburn Blvd.
Mishawaka, Ind.

MILLER, WILLIAM F.—B.B.A.
1578 Williamsbridge
Bronx, N.Y.
Film Society; Marketing Club

MILLMAN, DENNIS G.—B.S.
3820 Old Marion Rd.
Cedar Rapids, Ind.

MINGEY, THOMAS J.—B.S.
2591 Pin Oak Dr.
Media, Penna.

MINTON, MICHAEL H.—A.B.
800 So. I-Oka
Mount Prospect, Ill.
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Class—Pres.

MISURACA, SAM P.—B.B.A.
15225 Fordham
Detroit, Mich.
Innsbruck Club

MIZERNY, JAMES A.—A.B.
1542 Park Ridge
Toledo, Ohio

MOFFITT, ROBERT J.—B.S.
Sunhill Drive
Florence, Maine

MOLINELLI, JOHN J.—B.B.A.
4409-7th Ave.
Rock Island, Ill.

MONACO, JOSEPH W.—B.B.A.
307 4th St.
Butler, Pa.
Glee Club

MOONEY, JAMES D.—B.S.
247 Overpeck Ave.
Ridgefield Park, N.J.
Alpha Phi Omega; Eta Kappa
Nu; University Theatre

MOORE, MICHAEL T.—A.B.
118 W. McKibben
Lima, Ohio

MOORE, ROBERT G.—A.B.
120 Darwin Dr.
Snyder, N.Y.

MOORE, THOMAS P.—B.B.A.
1829 N. 78th Ave.
Elmwood Park, Ill.

MOORE, THOMAS S.—A.B.
1513 Ashland Ave.
River Forest, Ill.

MOORE, VIRLYN B., III—A.B.
1874 W. Wesley Rd.
Atlanta, Ga.
Dean's List; Baseball

MORAN, JOHN D.—A.B.
21 Perkins St.
Peabody, Mass.
Arts and Letters Business
Forum; Pre-Law Society

MORAN, JOSEPH T.—A.B.
405 S. I-Oka
Mt. Prospect, Ill.
A.C.S.; Swimming; YCS

MORDAN, G. WILLIAM—B.S.
525 King George Rd.
Cherry Hill, N.J.

MORIN, ALFRED L.—A.B.
1141 Great Plain
Needham, Mass.

MORIN, ROBERT H.—B.Arch.
208 Adams St.
Agawam, Mass.

MORREY, WILLARD C.—B.S.
14212 S. Edbrooke
Riverdale, Ill.

MORRIS, PETER R.—B.S.
9 Canterbury Lane
Columbus, Ohio
A.S.M.E.—Pres.; Glee Club;
Pi Tau Sigma; CILA

MORRISON, ALFRED M.—B.S.
434 E. Main St.
Corry, Pa.
A.I.A.A.; Wrestling

MORRISSEY, J. DENNIS—A.B.
Summit Hse. Apt. 303
400 N. University
Little Rock, Ark.

MORRISSEY, TIMOTHY—A.B.
5611 Brookview Ave.
Edina, Minn.
Wrestling

MORROW, BRUCE W.—A.B.
211 South West St.
Geneva, N.Y.

Senior Index

MORROW, PHILIP G.—B.S.
703 Circle Hl. Rd.
Louisville, Ky.

MORTON, PAUL M.—B.B.A.
39 Larchwood Rd.
Larchmont, N.Y.

MOUNTCASTLE, JOHN A.—B.B.A.
3089 Shore Drive
Merrick, N.Y.

Bengal Bouts; Knights of
Columbus; Student Manager

MOXHAM, WALTER E.—A.B.
4393 E. Lake Rd.
Wilson, N.Y.

MOYE, FRANK H.—A.B.
1017 W. Wright Rd.
Greenville, N.C.

DOVE

MUDD, BRIAN R.—B.B.A.
417 13th St.
Baraboo, Wisc.

MULDOON, JAMES K.—A.B.
100 Central Ave.
Sausalito, Calif.

MULFLUR, JAMES H.—B.S.
1031 Queen St. E.
Sault Ste. Marie
Ontario, Canada

MULHALL, JOHN F.—A.B.
7800 Charleston Dr.
Bethesda, Md.

MULHERN, JAMES A.—B.S.
340 Francis St.
Drexel Hill, Pa.

Geology Club; Junior Parents
Weekend; Weight Lifting

MULLAN, TERENCE E.—B.B.A.
Sunside Rd.
E. Durham, N.Y.

A.S.M.E.; Knights of
Columbus; WSND

MULLIGAN, JOHN T.—A.B.
22249 Douglas
Shaker Heights, Ohio

MULLIGAN, THOMAS F.—B.S.
432 S. Columbia St.
Naperville, Ill.

A.S.C.E.; Neighborhood Study
Help Program

MULLIN, BRIAN E.—B.B.A.
33 Third St.
Ayer, Mass.

MULLINS, MICHAEL J.—B.B.A.
6481 S. Sheridan
Tacoma, Wash.

MULVIHILL, STEPHEN—B.Arch.
1070 East Court St.
Kankakee, Ill.

Architecture Club; WSND

MUNCHMEYER, RAY P.—B.B.A.
110 Elm Lane
New Hyde Park, N.Y.

Management Club

MUNSCH, HAROLD M.—B.Arch.
14114 Kimberley Ln.
Houston, Tex.

MUNSCH, RICHARD J.—A.B.
1210 Mt. Royal Blvd.
Pittsburgh, Pa.

Chess Club

MURLEY, RICHARD A.—B.S.
523 Bermuda
New Orleans, La.

A.S.C.E.

MURPHY, CHRISTOPHER—A.B.
6390 Lakeview Dr.
Falls Church, Va.

Student Body—President;
Student Senate

MURPHY, EDWARD S.—B.S.
405 N. Galena
Dixon, Illinois

Aesculapians; Alpha Epsilon
Delta; Ski Club

MURPHY, JAMES D.—A.B.
132 First Ave.
Pittsburgh, Pa.

MURPHY, JOHN B.—B.S.
10426 White Bridge
Creve Coeur, Mo.

Aesculapian Club; Rugby Club;
Weightlifting Club

MURPHY, MURLAN J.—B.S.
16612 Aldersyde
Shaker Heights, Ohio

Dome—Photograph Editor;
Junior Parent Weekend; Track

MURPHY, RAYMOND G.—B.S.
21 Fairway Dr.
Bethpage, N.Y.

MURPHY, ROBERT J.—B.B.A.
5237 W. Kamerling
Chicago, Ill.

MURPHY, THOMAS E.—B.S.
4415 Glenridge St.
Kensington, Md.

Aesculapians; Tennis

MURRAY, FRANCIS O.—B.Arch.
11 Charles St.
Newburyport, Mass.

Tau Beta Pi; Technical Review

MURRAY, FREDERICK O.—B.B.A.
16668 Knollwood Dr.
Granada Hills, Calif.

MURRAY, JEREMIAH J.—B.S.
111 Lapham St.
Rochester, N.Y.

MURRAY, JOHN D.—B.F.A.
314 S. Kenilworth
Elmhurst, Ill.

MURRAY, MICHAEL D.—A.B.
532 Robert John Rd.
Grosse Point Woods, Mich.

MURTAUGH, MICHAEL F.—A.B.
641 Rose Drive
Melrose Park, Ill.

MUSKUS, BRIAN F.—B.S.
1011 Fielding Rd.
Sidney, Ohio

AFROTC Drill Team; A.I.A.A.;
Arnold Air Society

MUZYKA, JOHN W.—A.B.
164 Rosalie Dr.
East Meadow, N.Y.

MYERS, JOHN T.—B.B.A.
1021 Swarthmore
New Cumberland, Pa.

MYERS, RUSSELL F.—B.B.A.
1046 S. Lee Ave.
Morton, Ill.

Alpha Phi Omega

MYERS, STEPHEN C.—A.B.
146 W. Bluff
Streator, Ill.

MYLOTT, RAYMOND L.—B.B.A.
166 Dartmouth Ave.
Fair Haven, N.J.

N

NEAS, RALPH G.—A.B.
1435 Shawnee Pass
Brookfield, Wis.

Dean's List; Hospital Volunteer

NEBEL, THEODORE H.—A.B.
1123 N. East Ave.
Oak Park, Ill.

Pre-Law Society; YCS

NEGRELLI, DONALD E.—B.S.
35649 Dorchester
Gates Mills, Ohio

NELSON, THOMAS L.—B.S.
8918 S. Racine Ave.
Chicago, Ill.

A.I.Ch.E.; Neighborhood Study
Help Program; Technical Review

NENOFF, ROBERT J.—B.B.A.
RD 1, Box 206
Greensburg, Pa.

Fencing; Management Club;
Ski Club

NEUHAUSER, CHARLES J.—B.S.
10030 Chapel Rd.
Potomac, Md.

CJF; I.E.E.E.; University Bands

NEUMAN, DAVID J.—A.B.
909 S. East St.
Bucyrus, Ohio

NEUMAN, GREGORY A.—A.B.
8816 Menard Ave.
Morton Grove, Ill.

Dome

NEWMAN, PAUL F.—B.B.A.
76 May St.
Needham, Mass.

NICHOLLS WILLIAM H.—B.S.
726 Bridgeman Terr.
Towson, Md.

NIEDERMAN, LEO G.—B.S.
4372 E. Presidio Pl.
Tucson, Ariz.

Lacrosse

NIEMITZ, JOHN A.—A.B.
13365 Nicolet Ave.
Elm Grove, Wis.

Neighborhood Study
Help Program

NIESSEN, LEONARD E.—A.B.
53 Farm Ln.
Great Neck, N.Y.

Lacrosse

NIGON, RICHARD T.—B.S.
413 Kerwin Rd.
Silver Spring, Md.

NOEL, JOHN E.—A.B.
5646 Kenneth
Chicago, Ill.

NOETHEN, THOMAS H.—B.S.
339 W. Morrell
Jackson, Mich.

NOONAN, PETER J.—A.B.
27 Academy St.
Lee, Mass.

Sociology Club

NOONAN, ROBERT W.—A.B.
20 Standish Circle
Wellesley Hills, Mass.

Lacrosse

NOREN, RICHARD W.—B.S.
315 S. Summit
Villa Park, Ill.

A.C.S.—Treas.

NORTH, PHILIP K.—A.B.
6141 Locke St.
Fort Worth, Texas

NORWOOD, DWIGHT L.—B.S.
646 Sudley Rd.
Manassas, Va.

NOVACO, RAYMOND W.—A.B.
541 N.E. 3rd Ave.
Fort Lauderdale, Fla.

NOVAK, EDWARD J.—B.B.A.
1102 Foster St.
South Bend, Ind.

NOWAK, PAUL T.—A.B.
10234 Tarpon Dr.
Treasure Island, Fla.

Scholastic

NULTY, JAMES P.—B.F.A.
2468 Sinclair, N.E.
Grand Rapids, Mich.

NUNGESSER, WILLIAM L.—A.B.
3154 Redwood Rd.
Cleveland Heights, Ohio

Ski Club; Sociology Club

ORIALI, DANIEL M.—B.B.A.
1634 W. 92nd Pl.
Chicago, Ill.

Management Club

O

O'BRIEN, JOHN G.—A.B.
213 So. Hi-Lusi
Mount Prospect, Ill.

Arts & Letters Business Forum;
Junior Parent Weekend

O'BRIEN, JOHN R.—B.B.A.
34 Fairhaven Dr.
Hillsdale, N.J.

O'BRIEN, ROBERT E.—A.B.
2 Babson St.
Wakefield, Ma.

University Bands

O'BRIEN, TIMOTHY M.—A.B.
605 Linden Ave.
Wilmette, Ill.

O'BRYAN, CHARLES M.—A.B.
P.O. Box 218
Saint Paul, Kan.

O'CONNELL, JOSEPH P.—B.B.A.
5750 N. Delaware
Indianapolis, Ind.

O'CONNOR, CHARLES D.—A.B.
Edgehill Rd.
Shelbyville, Ind.

Sociology Club

O'CONNOR, CRAIG V.—A.B.
42 Winchester Rd.
Livingston, N.J.

CILA; Lacrosse

O'CONNOR, JOHN D.—A.B.
4224 Wash. Blvd.
Indianapolis, Ind.

Indianapolis Club—Treas.;
Tennis; Senior Class—V.P.

ODDOU, MICHAEL J.—B.S.
69 Lawndale Dr.
Tiffin, Ohio

O'DEA, DENNIS M.—A.B.
60 Winthrop Ave.
Lowell, Mass.

ODGERS, STEPHEN L.—LL.B.
3920 Pinocroft
Claremont, Calif.

O'DONNELL, JOHN J.—B.B.A.
571 N. Broadway
Yonkers, N.Y.

O'FALLON, DENNIS M.—B.S.
8 Hortense Pl.
St. Louis, Mo.

O'FARRELL, TIMOTHY J.—A.B.
1434 Shanley Dr.
Columbus, Ohio

O'HAGAN, MARTIN J.—B.S.
5 Middleton Rd.
Garden City, N.Y.

A.I.A.A.

O'HANLON, MICHAEL D.—A.B.
1552 Fourth St.
Rensselaer, N.Y.

O'HARA, JOHN C.—A.B.
143 40 Poplar Ave.
Flushing, N.Y.

Neighborhood Study Help
Program; University Bands

O'HARE, DENNIS JOS.—A.B.
Moreau Seminary
Notre Dame, Ind.

O'KEEFE, FRANK J.—B.S.
703 N. Downing St.
Piqua, Ohio

A.S.M.E.; Pi Tau Sigma

OLDANI, RICHARD P.—B.S.
1522 Stratford Ct.
Joliet, Ill.

O'LEARY, THOMAS M.—A.B.
171 E. Maynard
Columbus, Ohio

Football; Monogram Club

OLNEY, GARRETT W.—A.B.
882 Paramount Rd.
Oakland, Calif.

Blue Circle

OLSON, MICHAEL J.—A.B.
Caixa Post 548-ZC-00
Rio de Janeiro, Brazil

Student Manager

O'MALLEY, HUGH O., JR.—A.B.
421 White Oak Dr.
Town Hse. E. Apts.
Mishawaka, Ind.

CILA; Football

O'MARA, THOMAS J.—A.B.
229 Clements Br. Rd.
Runnemede, N.J.

O'MARA, WILLIAM P.—A.B.
153 Park Hill Ave.
Yonkers, N.Y.

Sailing Club; Sociology
Club; WSND

O'MEARA, DENNIS R.—B.S.
321 S. Lorraine
Los Angeles, Calif.

Knights of Columbus;
Young Republicans

O'NEIL, GEORGE M.—A.B.
132 Pin Oak S. 2B
Mishawaka, Ind.

O'NEIL, WILLIAM J.—A.B.
286 South Rose Blvd.
Akron, Ohio

O'NEILL, MARK J.—B.S.
1244 Forest Ave.
Maysville, Ky.

O'REILLY, MICHAEL J.—A.B.
R.R. 3
Lafayette, Ind.

O'REILLY, THOMAS K.—A.B.
7704 Harwood Pl.
Springfield, Va.

Crew; Student Manager

ORGA, FRANK M.—B.B.A.
106 Camby Dr.
Pittsburgh, Pa.

Baseball; Monogram Club

ORLOFF, JOSEPH C.—B.Arch.
4143 Antique Ln.
Bloomfield Hill, Mich.

O'ROURKE, JAMES S.—B.B.A.
1423 Cascade Ave.
Billings, Mont.

AFROTC Drill Team; Arnold
Air Society; Sports Car Club

ORR, THOMAS S.—B.S.
805 Thompson St.
Rockledge
Philadelphia, Pa.

O'SHAUGHNESSY, W. E.—B.S.
218 E. 16th St.
South Sioux City, Nebr.

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OTTO, EUGENE P., III—B.S.
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Harrisburg, Pa.

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Campbell, Ohio

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1218 Old Hickory Ln.
East Lansing, Mich.

Hockey Club; Neighborhood
Study Help Program

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70 North Dr.
Valley Stream, N.Y.

PARKER, HERBERT B.—A.B.
1521 W. Summit
San Antonio, Texas

WSND

PASOS, GABRIEL I.—B.S.
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Granda, Nicaragua

PASQUINELLI, M. J.—B.B.A.
10037 S. Clifton Pky.
Evergreen, Ill.

PASSARELLI, RONALD—B.Arch.
902 Stonewall Ave.
Trinidad, Colo.

A.I.A.; LUNA

PAUL, DAVID F.—A.B.
1 Jennings Rd.
Westboro, ME.

Alpha Epsilon Delta;
Bengal Bouts; CILA

PEARSON, JOHN H.—A.B.
Moreau Seminary
Notre Dame, Ind.

Psychology Club

PELACCIO, ERNEST J.—B.S.
Ft. Hill Village
Scarsdale, N.Y.

PELLECCHIA, LEONARD—B.B.A.
311 Mt. Prospect Ave.
Newark, N.J.

Fencing; Senior Class—Sec.

PENOTE, JOHN S.—A.B.
2864 Montgomery Rd.
Shaker Heights, Ohio

PERCIO, DAVID R.—B.S.
751 East 331 St.
Eastlake, Ohio

Amateur Radio Communications
Club; I.E.E.E.E.

PERGINE, JOHN S.—B.B.A.
315 Lucetta St.
Norristown, Pa.

Football

PERKINS, JAMES R.—B.Arch.
4503 W. Beach Rd.
Oconomowoc, Wis.

PERO, JEFFERY T.—A.B.
472 Winona Blvd.
Rochester, N.Y.

Dean's List; Fencing; Monogram
Club; Soccer Club

PETER, JEROME P.—B.B.A.
18 Pembroke Rd.
Louisville, Ky.

PETERS, BRIAN E.—B.S.
7021 Perry Terr.
Brooklyn, N.Y.

A.S.C.E.; Baseball

PETRO, JOSEPH C.—B.B.A.
15 Bayberry Ave.
Garden City, N.Y.

Beta Alpha Psi

PFEFFER, WILLIAM D.—B.S.
4210 Minnesota Ave.
Duluth, Minn.

PFEIL, EDGAR T.—B.S.
7938 Roseland
La Jolla, Calif.

PHILBIN, EDWARD J.—A.B.
68 Wilson St.
Clinton, Mass.

Neighborhood Study Help
Program; New England
Club—Treas.; Young Democrats

PHILBIN, MICHAEL J.—A.B.
6592 Jocelyn Hol
Nashville, Tenn.

Innsbruck Club

PHILLIPS, JOEL W.—B.S.
517 Severn Ave.
Tampa, Fla.

Aesculapians; Glee Club;
Neighborhood Study
Help Program

PHILLIPS, JOHN H.—A.B.
36 A Weis Rd.
Albany, N.Y.

PHILLIPS, THOMAS J.—B.B.A.
22655 King Richard
Birmingham, Mich.

PHIPPARD, WILLIAM—A.B.
634 S. Adams St.
Hinsdale, Ill.

Dean's List, CILA

PIERMAN, WILLIAM—A.B.
Rural Route 1
Ottawa, Ohio

PIETRAGALLO, LOUIS—B.S.
6527 Jackson St.
Pittsburgh, Pa.

PIGNATELLI, LOUIS F.—A.B.
725 9th Ave.
Rock Falls, Ill.

PIOTROWIAK, I. M.—A.B.
2614 Frederickson
South Bend, Ind.

PISULA, DENNIS E.—B.S.
357 McMillan
Grosse Pointe Farms, Mich.

A.S.M.E.

PIVNICKA, RICHARD J.—B.B.A.
558 E. Parkway Rd.
Riverside, Ill.

Chicago Club—V.P.; N.S.H.P.—
Chairman; Crew; Student Business
Review—Editor

PLENNERT, JOHN R.—B.Arch.
3240 Belle Plaine
Chicago, Ill.

A.I.A.

PLETZ, JOHN F.—A.B.
2336 Kenwood Blvd.
Toledo, Ohio

PODD, WILLIAM S.—A.B.
67 Mason St.
Greenwich, Conn.

Neighborhood Study Help
Program; Pre-Law
Society; YCS

POLITI, RICHARD J.—B.B.A.
31 Egerton Rd.
E. Arlington, Mass.

POLK, JAMES S.—B.S.
346 Poplar Lane W.
Decatur, Ga.

POLLOCK, ALAN E.—B.S.
45 Henry St.
Merrick, N.Y.

A.S.C.E.

POMBO, ALEJANDRO—B.S.
Calle 58 No. 21 10
Bogota, Colombia

POMPO, DAVID J.—B.S.
18525 Davidson
Fraser, Mich.

Arnold Air Society

PORACH, RICHARD A.—A.B.
675 Fruithurst Dr.
Pittsburgh, Pa.

Knights of Columbus

POTENZA, JOHN D.—A.B.
1033 Maple Dr.
New Milford, N.J.

POWAGA, KENNETH M.—B.S.
3001 S. Farrell St.
Chicago, Ill.

Knights of Columbus

POWERS, DENNIS M.—A.B.
519 Lyndon Ln.
Lyndon, Ky.

POWERS, THOMAS R.—B.S.
RFD 1
St. Peter, Minn.

PRATT, JOSEPH F.—A.B.
6969 Dover Rd.
Indianapolis, Ind.

PRELLWITZ, ROBERT A.—B.F.A.
1916 Indiana Ave.
La Porte, Ind.

Dialogue; YCS

PRESTON, MICHAEL B.—B.S.
Chemin Genevriere
Onex, Geneva, Switzerland

PRESTON, THOMAS A.—B.S.
537 Marywood Dr.
Grand Rapids, Mich.

Dean's List; A.S.M.E.

PRICKETT, JOHN E.—B.S.
905 S.W. 11 Ave.
Fort Lauderdale, Fla.

PTAK, ROBERT C.—B.B.A.
3406 S. 55 Ave.
Cicero, Ill.

PUBLICOVER, BRUCE A.—A.B.
40 Irving St.
Arlington, Mass.

Hockey Club

PUIG, JOHN V.—B.B.A.
1819 Clark
Laredo, Tex.
PUSEY, JOHN R.—LL.B.
529 S. Main St.
Bellevue, Ohio

Q

QUINN, BRUCE C.—B.S.
51- Pape Rd.
New Britain, Conn.
QUINN, KEVIN G.—B.B.A.
927 N.E. Ninth Ave.
Delray Beach, Fla.
Management Club; Young
Republicans
QUINN, STEPHEN T.—A.B.
13 Rolling Ridge
Northfield, Ill.
Football
QUINN, TERRENCE J.—B.B.A.
426 N. Harvey Ave.
Oak Park, Ill.
Beta Alpha Psi

R

RAAF, ROBERT T.—B.B.A.
19150 Warwick Dr.
Brookfield, Wis.
Student Manager
RAFFO, EDWARD F.—B.S.
182 S. Highwood Ave.
Glen Rock, N.J.
A.I.A.A.
RAMBO, ARTHUR J.—B.S.
2011 S. Ironwood
South Bend, Ind.
RAMSEY, PAUL A.—A.B.
802 Green
Yellow Springs, Ohio
Dean's List; Blue Circle;
Innsbruck Club
RAMSEY, ROBERT L.—A.B.
619 Bellevista
Independence, Mo.
RANKEL, ROBERT J.—B.S.
63-07 Forest Ave.
Ridgewood, N.Y.
RAPIN, GERALD J.—LL.B.
17484 Auten Rd.
Granger, Indiana
Moot Court
RASCHIATORE, RICHARD L.—B.S.
216 Northwood Ave.
East Rochester, N.Y.
A.I.A.A.—Sec.;
Student Manager
RASSAS, KEVIN W.—A.B.
58 Woodley Rd.
Winnetka, Ill.
Football
RATHWEG, PHILIP A.—A.B.
1201 Latchwood Rd.
Dayton, Ohio
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Letters Business Forum;
Innsbruck Club; Student Senate
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721 3rd. St. So.
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Amateur Radio Communications
Club; Sociology Club
READY, MICHAEL J.—A.B.
645 Borgess
Monroe, Mich.
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Help Program
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2846 South Road
Cincinnati, Ohio
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Tau Beta Pi;
Technical Review
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16059 Birwood
Birmingham, Mich.
REDDY, RICHARD L.—B.B.A.
225 Brookside Blvd.
Pittsburgh, Pa.
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2712 Brandon Rd.
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Soccer Club; WSND
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1911 S. Ashland
Park Ridge, Ill.
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1 Paul Revere Rd.
West Acton, Mass.
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Monogram Club
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4200 Saunton Ave.
Charleston, W. Va.
REISHMAN, WILLIAM J.—A.B.
4206 Staunton Ave.
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3722 Dover Dr.
Fort Wayne, Ind.
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RESTOVICH, GFORGE—A.B.
824 Huntington Ln.
Shreveport, La.
Baseball; Basketball;
Monogram Club

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1841 Ley St.
Pittsburgh, Pa.
RICE, THOMAS J.—B.S.
2705 Irene Dr.
Eau Claire, Wis.
RIDER, MICHAEL A.—B.Arch.
9604 E. 25th Terr.
Independence, Mo.
RIEHL, DAVID J.—B.S.
Box 50 R.F.D.
Raleigh, N. Dak.
Dean's List; Amateur
Radio Communications
Club; Glee Club; I.E.E.E.
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14411 Hubbard
Livonia, Mich.
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277 N. Heights
Youngstown, Ohio
RILEY, ROBERT M.—B.S.
816 N. Bromley Ave.
Scranton, Pa.
RISSETTO, EUGENE C.—A.B.
157 48 26th. Ave.
Flushing, N.Y.
RITTMAN, PAUL A.—B.S.
40 Rosewood Terr.
Cheektowaga, N.Y.
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7690 Cayuga Dr.
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357 West Wells
Bushnell, Ill.
ROBARDS, LOUIS K.—A.B.
109 Hemingway
Louisville, Ky.
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McLeary 2051
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ROBERTS, DONALD F.—B.S.
Rd 2, Box 151
Punxsutawney, Pa.
ROBILLARD, PAUL D.—B.S.
29 Burnap St.
Fitchburg, Me.
A.S.C.E.
ROCAPORT, JORGE—B.S.
704 Concordia
Santurce, Puerto Rico
ROCHE, JOHN L.—A.B.
1338 Comstock Ave.
Los Angeles, Calif.
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Brokenstraw Fief Rd 2
Corry, Pa.
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907 Maupin Rd.
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100 San Pedro Pl.
Pittsburgh, Pa.
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121 New Hyde Park
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417 B 120 St.
Rockaway Park, N.Y.
ROHDE, DANIEL A.—A.B.
419 Pine Ln.
Wood Dale, Ill.
ROJAS, JOSE E.—B.S.
P. O. Box 5001
Puerto Rico
ROLE, RAYMOND E.—B.Arch.
7926 S. Honore
Chicago, Ill.
ROMAN, JOSEPH H.—B.S.
1149 W. Jefferson
South Bend, Ind.
A.I.A.A.
ROMANSKI, PAUL A.—A.B.
5100 Johnson Ave.
Western Springs, Ill.
Pre-Law Society
RORICK, JOHN F.—B.B.A.
North Wood Ln.
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ROSKOS, JOHN M.—B.S.
909 St. James
Rapid City, S. Dak.
ROSSI, ROBERT R.—LL.B.
231 Pin Oak N.; Apt C-1
Mishawaka, Ind.
Notre Dame Lawyer
ROTHMEIER, STEVEN G.—B.B.A.
624 Olander
Faribault, Minn.
Football; Marketing Club
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5937 Lawndale St.
Philadelphia, Pa.
ROWE, JOHN P.—LL.B.
507 Lindberg Ct.
Elgin, Ill.
Gray's Inn; Legal Aid
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ROWLES, ROGER B.—A.B.
Box 176
Martin City, Mont.
Blue Circle; Glee Club
RUBLEY, LAWRENCE H.—A.B.
6248 N. Campbell Ave.
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20 Grotton St.
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1311 Douglas St.
Joliet, Ill.
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467 Plainfield Ave.
Berkley Heights, N.J.
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215 Hyatt Ave.
Yonkers, N.Y.
RYAN, MICHAEL C.—B.S.
148 Lincoln Place
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353 South Dr.
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Cincinnati Club—Treas.;
Neighborhood Study Help
Program
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1630 Whitehall St.
Allentown, Pa.
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Upper Terr.
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6408 Parkwood Rd.
Edina, Minn.
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3484 Whirlaway Dr.
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Crew; Crux-Bus. Mang.;
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16720 Norborne
Detroit, Mich.
Innsbruck Club

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33666 Linden Dr.
Solon, Ohio
Dean's List; Fencing;
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SACKLEY, STEPHEN K.—B.B.A.
6626 Hiawatha
Chicago, Ill.
SADOWSKI, THOMAS J.—B.S.
2212 Edgerton Rd.
Cleveland, Ohio
I.E.E.E.
ST. CLAIR, JAMES W.—B.S.
175 S. Harrison Ave.
Aurora, Ill.
SALVUCCI, RALPH J.—B.S.
28 Cummings Rd.
Newton Centre, Mass.
SAMULSKI, THADDEUS—B.S.
433 East Ave.
North Augusta, S.C.
SANDLING, RICHARD P.—B.Arch.
820 Grant Ave.
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8408 S. Jeffery
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30 Community Dr.
West Long Branch, N.J.
SANTO, BRO. JOSEPH A.—A.B.
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Notre Dame, Ind.
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53195 Ridgewood Dr.
South Bend, Ind.
SARM, WILLIAM G.—B.B.A.
19 Apollo Rd.
Tiburon, Calif.
Lacrosse; Management Club
SARMIR, THOMAS J.—B.B.A.
15 Lakeview Terr.
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Judo Club
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13711 Wales
Oak Park, Mich.
Debate; Technical Review
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2703 Loma St.
Silver Spring, Md.
SCALETIA, PAUL J.—B.S.
5020 W. Division
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I.E.E.E.
SCAROLA, PHILIP L.—B.B.A.
1237 Northwestern
Monroeville, Pa.
Marketing Club
SCHAEFER, JAMES L.—A.B.
6801 Lemon Rd.
McLean, Va.
SCHAEFER, MICHAEL P.—A.B.
216 Brookside Blvd.
Pittsburgh, Pa.
Bengal Bouts;
Young Republicans
SCHANK, HENRY J.—B.S.
1778 Estes
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61 Longview Dr.
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Hockey
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36 Cambridge Ave.
Garden City, N.Y.
Bengal Bouts
SCHENKEL, N. JOHN—B.B.A.
2115 Schomburg Dr.
Fort Wayne, Ind.
Neighborhood Study Help
Program
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R.R. 1
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University Bands
SCHINDLER, JAMES A.—B.B.A.
521 Ruskin Rd.
Buffalo, N.Y.
University Bands—V.P.
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2952 S. 5th.
Springfield, Ill.
SCHLAFF, RICHARD A.—A.B.
6055 Coleman
Dearborn, Mich.
Alpha Phi Omega
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18 Alliance St.
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Neighborhood Study Help
Program; Voice; Observer
SCHLEETER, LAWRENCE—B.B.A.
1213 N. McCann St.
Kokomo, Ind.
SCHMADER, NICHOLAS J.—B.S.
2004 Main Ave. W.
Massillon, Ohio
SCHMELZER, JOHN M.—A.B.
916 Thomaston Rd.
Barnesville, Ga.
SCHMIDT, WILLIAM R.—B.B.A.
60 E. Edison Ave.
Elgin, Ill.
SCHMITT, CHARLES T.—B.Arch.
809 Elm Spring Rd.
Pittsburgh, Pa.
Rugby; Young Republicans
SCHMITT, LOUIS C.—B.B.A.
2114 Perrine St.
Lafayette, Ind.
Commerce Forum—Sec.
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8240 Algon Ave.
Philadelphia, Pa.
SCHNORENBERG, WILLIAM R.—B.B.A.
1106 Stratford Ave.
Rockford, Ill.
Management Club;
Kampus Keglers
SCHOEN, THOMAS R.—A.B.
21494 Westport
Euclid, Ohio
Bengal Bouts;
Football
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4769 Barone Dr.
Pittsburgh, Pa.
SCHRAEDER, GENE N.—B.B.A.
53 Roosevelt Rd.
Pleasantville, N.J.
SCHRODT, IVAN B.—B.S.
109 E. Blackwood
Sullivan, Ill.
SCHROEDER, MICHAEL—A.B.
1111 Stockbridge
Iron Mountain, Mich.
SCHROEDER, WILLIAM J.—A.B.
121 W. Madison
Lombard, Ill.
Young Democrats
SCHUG, DONALD P.—B.S.
220 Lewis Box 408
Southampton, N.Y.
I.E.E.E.
SCHULTE, THOMAS J.—B.B.A.
1396 Dorsh Rd.
Cleveland, Ohio
Marketing Club; Soccer Club;
Sports Car Club
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705 S. Main
Alma, Wis.
SCHWAB, THOMAS J.—B.B.A.
7025 Elmwood Ave.
Middletown, Wis.
SCHWARTZ, FREDERICK—A.B.
130 S. Front St.
Salina, Kan.
Blue Circle
SCHWARTZ, JOSEPH A.—A.B.
721 Pierce St.
South Bend, Ind.
Hall Presidents' Council—Pres.;
Blue Circle; Observer

Senior Index

SCIOTO, JOSEPH F., JR.—A.B.
44 Levan Ave.
Lockport, N.Y.
SCOTT, JOSEPH M.—B.B.A.
1701 Bon Air Dr.
Lexington, Ky.
SCOTT, RICHARD P.—B.S.
28 Eastburn St.
Brighton, Me.
SCOTT, RONALD E.—B.S.
32 Concord Rd.
Ardsley, N.Y.
University Bands
SCRIMA, THOMAS C.—A.B.
221 Fairmont St.
Colorado Springs, Col.
Glee Club; Sociology Club;
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2623 W. Montgomery
Chicago, Ill.
Bengal Bouts;
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376 Sunrise Circle
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SCULLY, VINCENT C.—B.B.A.
2323 Sheridan Rd.
Highland Park, Ill.
Innsbruck Club;
Mardi Gras—Sec.
SEALL, WILLIAM H.—LL.B.
1037 N. Niles Ave.
South Bend, Ind.
Notre Dame Lawyer
SECKINGER, JAMES H.—LL.B.
438 First Ave. So.
New Rockford, N.D.
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Corrientes 222
Buenos Aires, Argentina
ISO; Pan American Club
SHAL, PATRICK E.—A.B.
R. R. 6
Muncie, Ind.
Choir; University Bands
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64 Summit St.
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2307 Halifax Ave.
Richmond, Va.
SHEA, KEVIN R.—A.B.
182 Hawthorn Rd.
Braintree, Mass.
Architecture Club;
Ski Club; Track
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7826 Teton Way
North Highlands, Calif.
SHEEHAN, R. DAVID—A.B.
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4354 College
Indianapolis, Ind.
Soccer; Rugby
SHERIDAN, THOMAS P.—A.B.
85 36 6th Ave.
Reno Park, N.Y.
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Monogram Club
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2750 Inwood Dr.
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Weekend; Pi Alpha Sigma
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720 E. Wash St.
South Bend, Ind.
SICILIANO, JOHN A.—B.B.A.
3401 N. Peary St.
Arlington, Va.
Finance Club; Golf
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1063 Elbon Rd.
Cleveland Hts, Ohio
SIEKS, MELVIN J.—B.Arch.
2216 W. Wagner Ln.
Peoria, Ill.
SIMMONS, CHESTER L.—B.B.A.
3849 W. 69th St.
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Management Club
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1601 Weed Ln.
Vincennes, Ind.
Lyons Hall—Treas.
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7830 S.W. 57 Ct.
South Miami, Fla.
SIMPSON, MARK—A.B.
3074 Brookwood Dr.
South Fort Mitchell, Ky.
SIMPSON, TIMOTHY J.—A.B.
746 Gladstone
South Bend, Ind.
SINGH, JASJIT—B.B.A.
105 D-I, Chanakya Puri,
Satya Marg, New Delhi, India
Tennis

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SISKA, WILLIAM C.—A.B.
11324 Wentworth
Chicago, Ill.
Filmmakers

SIVERO, JOHN C.—B.B.A.
959 Scioto Dr.
Franklin Lakes, N.J.

SKINNER, ALAN J.—B.B.A.
68506 Lowe Pl.
Richmond, Mich.
Finance Club; Management Club

SKOLGLUND, WOODROW R.—B.S.
7 Clason Rd.
Worcester, Mass.
I.E.E.E.; Student Gov't. Press;
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9239 S. 54 Ct.
Oaklawn, Ill.

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530 Academy Dr.
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A.I.Ch.E.; Arnold Air Society

SLATT, PHILIP M.—B.S.
413 W. Colfax
South Bend, Ind.

SLIWINSKI, NORBERT—A.B.
4436 Augusta
Chicago, Ill.

SMAZAL, STANLEY F.—B.S.
2222 Fairhaven Rd.
Davenport, Iowa
Aesculapians;
Alpha Epsilon Delta

SMITH, CHRISTOPHER—A.B.
17905 Croydon Rd.
Jamaica Estates, N.Y.

SMITH, LLOYD W.—A.B.
Box 138
Panama, Panama
Innsbruck Club; ISO;
Pan American Club

SMITH, NORMAN P.—LL.B.
RR #3 Box 310
Tiffin, Ohio
Legal Aid Assoc.

SMITH, ROBERT W.—B.S.
68 Limestone Blvd.
Chillicothe, Ohio

SMITH, WARREN F.—A.B.
1111 Keystone
River Forest, Ill.

SMITH, WILLIAM E., JR.—B.B.A.
6313 St. Marys Rd.
Peoria, Ill.
Management Club

SMITHBERGER, JAMES—B.B.A.
139 Walnut St. Box
Grundy, Va.
Football; Management Club

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343 S. Bittersweet
Muncie, Ind.

SNOW, STUART LEO—A.B.
Moreau Seminary
Notre Dame, Ind.

SOMMERS, THOMAS O.—A.B.
118 16 Metropolitan Ave.
Kew Gardens, N.Y.

SORENSEN, ERWIN H.—A.B.
412 Illinois Ave.
Batavia, Ill.
Glee Club

SORINMADE, SAMSON A.—B.S.
25A Ilogbo St.
Abeokuta, Nigeria
A.I.Ch.E.; ISO

SOSSONG, ANDREW C.—B.B.A.
376 Radmere Rd.
Cheshire, Conn.
Finance Club; Marketing Club

SOTAK, JOSEPH E., III—B.B.A.
533 Manchester Dr.
South Bend, Ind.

SPADARO, ROBERT M.—A.B.
2310 Ocean Pky.
Brooklyn, N.Y.
Bengal Bouts

SPANGOLD, VINCENT J.—B.B.A.
10 Brookdale St.
Revere, Mass.
Bengals; Hockey Club

SPENCER, RICHARD J.—B.B.A.
624 Tremont St.
Michigan City, Ind.
Kampus Keglers

SPEKRO, WALTER J.—A.B.
7120 Colorado Ave.
Hammond, Ind.
Kampus Keglers

SPINRAD, THOMAS W.—B.S.
654 Western Ave.
Albany, N.Y.
College Bowl

SPIREK, DAVID C.—B.B.A.
7011 Mill Rd.
Brecksville, Ohio

SPISAK, KENNETH J.—B.B.A.
1135 Church Ave.
McKees Rocks, Pa.

SPOLARICH, THOMAS A.—A.B.
231 Holmes
Clarendon Hill, Ill.
Crew

STACK, MICHAEL T.—B.S.
606 N. Woodlawn Ave.
Griffith, Ind.
Aesculapians; Alpha Epsilon
Delta; Biology Club

STAFFORD, JOHN H.—B.S.
313 Old Farm Rd.
Pittsburgh, Pa.
Debate; Neighborhood Study
Help Program

STALIONS, PHILIP D.—A.B.
2425 S. Michigan
South Bend, Ind.

STANTON, WILLIAM CLARK—A.B.
2526 E. 46th. Place
Tulsa, Okla.
Dean's List; Ski Club

STARE, JAMES P.—B.F.A.
332 22nd. St. N.W.
Canton, Ohio

STARK, ROBERT S.—A.B.
268 Fairfax
Birmingham, Mich.

STEEL, JAMES R.—A.B.
4818 W. Superior St.
Chicago, Ill.
D.C. Trip

STEINHAUSER, RALPH—B.Arch.
3410 Ingle Ave.
Louisville, Ky.

STEPHAN, JOHN P.—B.S.
3708 Martindale Rd.
Canton, Ohio
A.I.A.A.

STEPHAN, MICHAEL J.—B.S.
1820 W. Henderson
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A.I.A.A.

STERLING, MICHAEL J.—B.B.A.
600 Grampian Blvd.
Williamsport, Pa.
Arnold Air Society

STEVENS, GEORGE F.—B.S.
1335 South G St.
Elwood, Ind.
A.S.M.E.—Sec.; DOME; ISO

STEVENSON, CHARLES E.—A.B.
929 Dennis
Monessen, Pa.

STOCKER, ALLEN D.—A.B.
5224 Galitz
Skokie, Ill.

STOCKMAN, THOMAS J.—B.B.A.
805 N. Charles
Shelbyville, Ill.

STOEHR, MARTIN E.—B.S.
2012 Croydon Dr.
Clearwater, Fla.
A.I.A.A.; Lacrosse—V.P.

STOFFEL, JAMES C.—B.S.
78 Havenwood Dr.
Rochester, N.Y.
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Technical Review

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2022 Adelaide Blvd.
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Rugby

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20 Feldstrasse, Duesseldorf,
W. Germany

STRACHAN, THOMAS B.—B.B.A.
5402 Hempstead Rd.
Louisville, Ky.

STRICK, GREGORY J.—A.B.
810 North 4th St.
Kansas City, Kansas
Glee Club

STRZELECKI, JAMES T.—B.B.A.
2156 Lake Shore Dr.
Michigan City, Ind.
Finance Club

STUART, JEFFERY W.—A.B.
825 Florence St.
Imperial Beach, Calif.
I.E.E.E.; Innsbruck Club

STUCHLIK, ALBERT W.—A.B.
225 Allcutt Box 153
Bonner Springs, Kan.

STULGAITIS, PAUL F.—B.S.
Apt. 8V Medit Tower
2100 Linwood Ave.
Ft. Lee, N.J.
Junior Parent Weekend;
Tri Military Ball—Char.

SUCATO, PAUL J.—B.S.
208 Park Ln.
Lake Bluff, Ill.

SUELZER, MICHAEL T.—A.B.
2620 Whitegate
Ft. Wayne, Ind.

SULLIVAN, BRIAN P.—A.B.
1420 N. Keystone
River Forest, Ill.
Young Democrats

SULLIVAN, EDWARD J.—B.B.A.
1656 Woodmere
Jacksonville, Fla.
Dean's List; Marketing Club;
Sailing Club; Ski Club

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104 Kings Point Dr.
Glenshaw, Pa.

SULLIVAN, JAMES A.—B.B.A.
61 41 Saunders St.
Rego Park, N.Y.
Marketing Club

SULLIVAN, JOHN E.—A.B.
88 Meade Ave.
Passaic, N.J.
Mental Health Chapter;
Pre-Law Society

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225 Kearney St.
Denver, Colo.
Hospital Volunteers; Neighborhood
Study Help Program;
Rocky Mt. Club—Pres.

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12 Hillcrest Dr.
Wayland, N.Y.

SULLIVAN, STEVEN C.—B.S.
100 Bardsdale Blvd.
Bardsdale AFB, La.
A.I.A.A.; Soccer Club

SULLIVAN, TIMOTHY C.—A.B.
1720 W. Moss Ave.
Peoria, Ill.

SUR, PAUL S.—B.B.A.
5570 Van Buren St.
Gary, Indiana
Neighborhood Study
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SWANSON, CHARLES K.—B.B.A.
3950 Lakeshore Dr.
Chicago, Ill.

SWATLAND, RICHARD T.—B.B.A.
42 Hirsch Rd.
Stamford, Conn.

SWEENEY, RICHARD J.—B.B.A.
Canfield Rd.
Convent, N.J.
Finance Club

SWEETMAN, WILLIAM J.—B.B.A.
Beach St.
Litchfield, Conn.
Beta Alpha Psi

SWENSON, PAUL M.—B.S.
21 Highview Dr.
Bay Hills, N.Y.
Pi Tau Sigma

SWOYER, THOMAS M.—A.B.
3460 Ridgewood Dr.
Pittsburgh, Pa.
Baseball

T

TALECK, THOMAS A.—B.B.A.
1000 Magnolia
Denver, Colo.
Management Club

TARARA, RICHARD W.—B.S.
3969 Weber Rd.
St. Louis, Mo.

TARASCIO, JOHN R.—B.B.A.
63 Brown St.
Bloomfield, Conn.

TARASI, ROCCO F., II—B.S.
6116 Stanton Ave.
Pittsburgh, Pa.

TARKOWSKI, DAVID D.—B.S.
522 Clyde St.
New Kensington, Pa.
AROTC Drill Team

TATE, JAMES E.—A.B.
27 Lafayette Ave.
East Weymouth, Mass.

TEJKOWSKI, EMIL J.—B.S.
8346 S. Burnham Ave.
Chicago, Ill.

TELLERIA, JOSE I.—A.B.
Apt. 51 Merida,
Edo Merida, Venezuela

TEPE, WILLIAM R., SR.—LL.B.
5426 Moundcrest Dr.
Cincinnati, Ohio
Gray's Inn—V.P.;
Legal Aid Assoc.

TERLEP, VINCENT B.—A.B.
1732 E. Beardsley
Elkhart, Ind.

TERRANOVA, GREGORY—B.B.A.
2012 Davis Ave.
Whiting, Ind.
Finance Club

TERRERI, HUGH J.—A.B.
30 High St.
Morristown, N.J.

TERWEDOW, HENRY A.—B.S.
7707 Hudson Blvd.
North Bergen, N.J.
Swimming Team

THEIS, THOMAS L.—B.S.
2037 Hunt Ave.
Chicago, Ill.
A.S.C.E.; Neighborhood
Study Help Program

THELEN, DENNIS C.—LL.B.
62-53 84 Place
Middle Village, N.Y.
Notre Dame Lawyer

THIELEN, FREDERICK—A.B.
1809 80th St.
Kenosha, Wis.

THILMAN, JOSEPH BRO.—A.B.
James Hall
Notre Dame, Ind.
YCS

THOMAS, MARTIN J.—B.S.
24 Chatham Ln.
Oak Brook, Ill.

THOMPSON, GEORGE T.—B.B.A.
10452 Bellman Ave.
Downey, Calif.
Business Review

THOMPSON, MICHAEL D.—B.B.A.
814 Covert
Evansville, Ind.
Beta Alpha Psi

THOMPSON, TOMMY F.—B.S.
11419 Maple Ridge
Medina, N.Y.

THORNDIKE, JAMES M.—B.B.A.
428 Je George Blvd.
Omaha, Nebr.

THORNTON, GEOFFREY—A.B.
Cold Spring Rd.
Syosset, N.Y.
Sociology Club

TICUS, GARY L.—B.S.
4200 N. Hazel
Chicago, Ill.
CJF; Sailing Club; Wrestling

TIDGEMAN, JAMES E.—B.B.A.
1118 Sunnymead Dr.
Anderson, Ind.

TILELLI, JOHN A.—B.S.
105 Ketcham Rd.
Syosset, N.Y.
Confraternity of Christian
Doctrine; Physics Club

TITO, JAMES V.—B.S.
903 Jeannette
Des Plaines, Ill.
Juggler; Wrestling; WSND

TOBIA, EDWARD F.—A.B.
2521 Kingland Ave.
New York, N.Y.

TOMASULO, MICHAEL A.—B.B.A.
2500 S. Hitchcock
Alhambra, Calif.

TOMASZEWSKI, CLIFFORD P.—A.B.
8456 Saginaw Ave.
Chicago, Ill.

TONSMEIRE, JOHN K.—B.B.A.
825 Robinwood Rd.
Westwood, N.J.
Neighborhood Study
Help Program

TOOLAN, DENNIS M.—A.B.
335 Franklin Ave.
River Forest, Ill.
Chicago Club—Pres.;
Neighborhood Study
Help Program

TOOMEY, PETER E.—A.B.
1516 Parkway Dr.
Lakewood, Ohio
Cleveland Club—Treas.;
Homecoming '66—Char.

TORELL, PAUL B.—B.B.A.
285 Ridgewood Rd.
W. Hartford, Conn.
Finance Club;
Management Club

TRACY, JOHN B.—A.B.
9825 S. Lawndale
Evergreen Pk., Ill.
Basketball

TRANOVICH, ANDREW F.—LL.B.
307 Miller St.
Reading, Penn.
Moot Court

TROMBETTA, MICHAEL—B.S.
3667 Montecito
Santa Rosa, Calif.
Football; Rugby;
Young Republicans

TROYER, MICHAEL W.—B.S.
319 Lamonte Terr.
South Bend, Ind.
I.E.E.E.

TRUBIANI, VINCENT J.—B.S.
10 Great Plain Ave.
Wellesley, Mass.

TUTELA, ARTHUR C.—A.B.
470 Old Short Hills Rd.
Short Hills, N.J.
Sociology Club;
Wrestling Club

TYRRELL, MICHAEL A.—A.B.
1066 Foresthills
Calumet City, Ill.
Neighborhood Study
Help Program

U

UMPHREY, THOMAS E.—A.B.
3115 15th St.
Port Arthur, Tex.

UTSINGER, BARRY D.—A.B.
1604 Metropolitan Ave.
New York, N.Y.

V

VANCE, ARNOLD J.—B.S.
205 Euclid Ave.
New Castle, Pa.
A.I.A.A.

VANDERVEEN, PATRICK—B.S.
758 Woodlawn
Jackson, Mich.

VANDE VOORDE, JOHN C.—B.S.
212 S. Inglis
Chamberlain, S.D.

VANHUFFEL, ALAN F.—B.B.A.
58412 Locust Rd.
South Bend, Ind.

VAN VOORHIS, S. C.—B.B.A.
8 Church Lane So.
Scarsdale, N.Y.
Business Review;
Management Club

VARGAS, ALBERTO—B.B.A.
Av Arequipa 3520
Lima, Peru

VATTEROTT, PAUL B.—A.B.
55 Chaminade
Creve Coeur, Mo.
St. Louis Club—Pres.

VECCHIA, DAVID P.—A.B.
5 Ridgedale Rd.
Bethel, Conn.

VEHORN, CHARLES L.—A.B.
32 West Fairview
Dayton, Ohio
Track

VELAN, GFORGE M.—B.S.
363 Longcommon Rd.
Riverside, Ill.
Student Advisory Judicial
Comm.; Joint Engineering
Council

VENHOFF, JOHN B.—A.B.
1847 San Jose
Louisville, Ky.
Dean's List; Innsbruck Club

VERLEYE, GARY P.—B.B.A.
601 Somerset
Mishawaka, Ind.

VERVAET, FLORENT A.—B.B.A.
331 S. Frances St.
South Bend, Ind.

VIGNALI, ANTHONY L.—B.B.A.
516 W. Topeka Ave.
Toluca, Ill.
Basketball

VITA, RICHARD J.—B.B.A.
36 Fairmont St.
Malden, Mass.
Management Club;
Pre-Law Society

VOGLEWEDE, THOMAS W.—B.S.
3521 Sunnydale
Birmingham, Mich.
Dean's List; A.S.M.E.; DOME;
Neighborhood Study Help
Program; Pi Tau Sigma—Sec.

VOLLMER, STEPHEN J.—A.B.
1128 Bellevue Ave.
Syracuse, N.Y.

W

WAJSZCZUK, ROBERT K.—A.B.
188 Beech St.
Nutley, N.J.
New Jersey Club—Treas.

WALKER, EDWIN M.—B.S.
501 N. Ironwood
South Bend, Ind.

WALLACE, ANDREW C.—B.S.
187 Lakeview Ave.
Clifton, N.J.
IPP—Universal Joint

WALLACE, PAUL J.—B.B.A.
5405 N. Nashville
Chicago, Ill.

WALLEN, JOSEPH J.—B.B.A.
324 W. Elm
Titusville, Pa.
A.I.S.E.C.; Chess Club; Rugby

WALSH, JOHN J.—A.B.
1425 N. Keystone
River Forest, Ill.
Pre-Law Society—Pres.

WALSH, MATTHEW M.—A.B.
9005 Hamilton Ave.
Chicago, Ill.

WALSH, MYLES J.—B.B.A.
2 Brookhill Ln.
Huntington, N.Y.
Marketing Club

WALSH, ROBERT J.—A.B.
1 Lindley Apt 9
Tenafly, N.J.
CILA; Cross Country—Capt.;
Track

WALTER, LAWRENCE P.—B.B.A.
5615 Pamlico Ln.
Cincinnati, Ohio
Glee Club

WALTERS, JOHN L.—A.B.
800 Toxaway Rd.
Hendersonville, N.C.

WARBURTON, KENNETH—B.S.
160 Rutland Rd.
Hempstead, N.Y.

WARD, DAVID P.—B.S.
1705 W. Moss
Peoria, Ill.
CILA; Dean's List;
Alpha Epsilon Delta; DOME—
Mang. Ed.

WARD, EDWARD J., JR.—B.S.
Box 264
Notre Dame, Ind.

WARD, GREGORY M.—A.B.
4 H. Van Buren Rd.
Brenton Village
Newport, R.I.
Voice

WARD, MARK T.—A.B.
220 Fountain Ave.
Paducah, Ky.
Dean's List

WARD, THOMAS M.—LL.B.
770 E. Main St.
Monongahela, Penna.
Notre Dame Lawyer;
Gray's Inn; Student Bar Assoc.

WARNER, THOMAS F.—B.B.A.
322 Thayer St.
Syracuse, N.Y.
Crew; Ski Club

WAY, STEPHEN R.—A.B.
18285 Oak Dr.
Detroit, Mich.

WAYNE, DANIEL G.—B.S.
6715 Hiawatha
Chicago, Ill.
I.E.E.E.

WAYNE, PETER H., III—B.S.
545 Woods Ln.
Grosse Pt., Mich.
Aesculapians;
Alpha Epsilon Delta

WEAVER, JOSEPH R.—A.B.
4236 Colgate Ave.
Dallas, Texas
Neighborhood Study Help
Program

WEDRAL, WILLIAM R.—B.B.A.
232 S. Sunset
LaGrange, Ill.
AROTC Drill Team

WEEG, STEPHEN C.—A.B.
2017 Cumberland St.
Rockford, Ill.

WEEMS, THOMAS M.—A.B.
4501 E. Broadway
Long Beach, Calif.

WEIFORD, THOMAS E.—B.B.A.
2009 West 68th.
Mission Hills, Kan.
Finance Club; University
Theater

WEILER, WILLIAM R.—A.B.
32-01 69th. St.
Woodside, N.Y.

WEINBERG, DAVID BRO.—A.B.
St. James Hall
Notre Dame, Ind.

WEISS, CHARLES A.—LL.B.
250 N. Walnut
Perryville, Mo.
Notre Dame Lawyer;
Gray's Inn

WEJMAN, KENNETH J.—B.B.A.
1404 Elizabeth Ln.
Glenview, Ill.

WELSH, LEO V.—B.B.A.
137 Wilson Pl.
Jamestown, N.Y.
Neighborhood Study
Help Program

WENDEL, THOMAS G.—A.B.
2600 St. Johns
Highland Park, Ill.

WENTLING, JOHN O.—B.B.A.
317 W. Main St.
Annville, Pa.

WEYER, THOMAS J.—B.B.A.
10016 S. Calumet
Chicago, Ill.
Rugby

WHEATLEY, RAYMOND L.—B.B.A.
5698 Norwaldo
Indianapolis, Ind.

WHITACRE, JAN M.—A.B.
301 W. Fulliam Ave.
Muscatine, Iowa
Wrestling

WHITE, JOHN A.—B.B.A.
43 Mountain Ave.
Pompton Plains, N.J.
Beta Alpha Psi

WHITE, RALPH P.—A.B.
1101 N. Kenilworth
Oak Park, Ill.
Alpha Epsilon Delta

WHITE, THOMAS E.—B.S.
512 Lindsey
South Bend, Ind.

WHITING, MICHAEL H.—B.B.A.
26710 Meadowbrook
Lathrup Vill, Mich.
Sailing Club

WHOLEY, JOHN R.—B.S.
1 Meadow Dr.
Fayetteville, N.Y.
CILA; Track

WIDDIFIELD, ALVIE G.—B.Arch.
8th Evacuation Hosp.
APO 09180, N.Y., N.Y.
Monogram Club; Technical
Review—Art Ed.; Track

WIDZOWSKI, PAUL M.—A.B.
27 Continental Ave.
Cohoes, N.Y.

WILBRAHAM, EDWARD J.—B.B.A.
220 Weatherby Ave.
Swedesboro, N.J.
Soccer Club

WILCZEK, ROBERT J.—LL.B.
5048 W. Hutchinson St.
Chicago, Ill.
Notre Dame Lawyer

WILDES, ROBERT P., JR.—B.B.A.
43 Farmington Ave.
New London, Conn.

WILKINS, JEFFERY N.—A.B.
2120 Hill Dr.
Los Angeles, Calif.
Aesculapians; Glee Club

WILKINS, TERRY J.—B.S.
2500 N. 100th. St.
Wauwatosa, Wis.
Alpha Epsilon Delta

WILKS, ROBERT C.—B.Arch.
23527 Belmont Dr.
Westlake, Ohio

WILLCOX, C.P.—A.B.
6900 Oglesby
Chicago, Ill.

WILLIAMS, JOHN T.—A.B.
7725 S. Laflin St.
Chicago, Ill.
Bengal Bouts; Film
Society; YCS

WILLIAMS, WILLIS F.—B.B.A.
1001 City Ave.
Philadelphia, Pa.
Finance Club; Neighborhood
Study Help Program;
Young Republicans

WILTBERGER, DONALD F.—B.B.A.
1469 Parker Blvd.
Kenmore, N.Y.
Young Republicans

WINKLER, DAVID M.—B.S.
407 Pershing Dr.
Silver Spring, Md.

WIORSKI, ROBERT H.—A.B.
6700 Raven St.
Chicago, Ill.

WIRE, DANIEL H.—A.B.
1147 Hamilton Rd.
Covington, Ky.
Innsbruck Club

WIRTZ, JAMES H.—LL.B.
326 Hoover Rd.
New Castle, Pa.

WISHING, THOMAS J.—B.F.A.
6391 Lakeview Dr.
Falls Church, Va.

WITHERS, R. DENNIS—B.B.A.
214 Alberta Dr. N.E.
Atlanta, Ga.
Junior Class—Pres.;
Track

WOLF, MICHAEL D.—B.S.
280 Old Boston Rd.
Batavia, Ohio
Neighborhood Study
Help Program

WOLNITZKE, FRED W.—B.Arch.
411 Werner Dr.
Ft. Wright, Ky.

WOODS, JAMES R.—B.B.A.
323 S. Kensington
LaGrange, Ill.

WOODS, MICHAEL W.—B.B.A.
525 First Ct.
Niles, Mich.

WOODS, TIMOTHY W.—LL.B.
525 First Court.
Niles, Mich.
Moot Court

WOODSTUFF, ANTHONY—B.S.
St. Louis, Mo.
A.I.A.A.
4459 Arco Ave.

WOZNAK, JOHN F.—B.B.A.
3 Broadway
Garden City, Pk., N.Y.

WRIGHT, STEPHEN T.—A.B.
223 N. Walnut Ave.
Sidney, Ohio

Y

YARUSSO, LOWELL C.—A.B.
626 White Bear Ave.
St. Paul, Minn.

Senior Index

YEAGER, WILLIAM W.—A.B.
671 Gaylord
Denver, Colo.
Neighborhood Study Help
Program; YCS

YIM, WENDELL WAHJUN—B.B.A.
45 111 Alina Place
Kaneohe, Hawaii

YSMAEL, RICARDO C.—A.B.
32 4th St.
Quezon City, Philippines

YUST, GREGORY C.—B.S.
715 Goodrich Blvd.
Miami, Okla.
A.I.A.A.

Z

ZACH, ROBERT S.—B.B.A.
165 N. 5th. St.
New Hyde Pk., N.Y.

ZAHN, THOMAS R.—B.Arch.
1751 Byroh
Huntington, Ind.

ZALESKY, PAUL J.—B.S.
45 John St.
Red Bank, N.J.
A.I.A.A.; Neighborhood Study
Help Program

ZELL, DAVID L.—B.S.
715 East 13th. St.
Little Rock, Ark.

Eta Kappa Nu; I.E.E.E.;
Student Manager
ZENKEL, DAVID C.—B.B.A.
2711 Latta Rd.
Rochester, N.Y.

ZURCHER, C.S.C., THOMAS—A.B.
Moreau Seminary
Notre Dame, Ind.
CILA



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Colophon

The 1968 Dome was printed on 352 pages of 80# weight Pinnacle Opaque Vellum with inserts of Fontana Velvet paper by an offset lithography process at Foote and Davies, Atlanta, Georgia. The heads used throughout the book are Craw Modern, a modern face type first used by printers in Great Britain and on the Continent. The title page is 30 point and 14 point. All divisional heads are 18 point. The heads throughout the sections are 14 and 12 point. All body copy and captions are Century Expanded. This face is a variation of the original Century typeface designed about 1890 by L. B. Benton for the printing of *Century Magazine*. All body copy is 10 point, excepting the faculty interviews which are 8 point. Captions and the graduates section are also 8 point, while the seniors index is 6 point.

All color photography is the work of Notre Dame undergraduates. All but seven black and white pictures and the pictures used in the epilogue are student produced. The photograph of the U.S. Marine on page 13 was shot by Larry Burrows for LIFE magazine and the picture of Dr. Spock on page 15 is courtesy of World Wide Photos.

The cover was produced by S. K. Smith of Chicago, Illinois, from an original design by Zack

About the editors of the Dome.

Brown. Mr. Brown also designed the endsheets.

John Dempsey, graduates editor, comes from New Rochelle, New York. John is a history major and an avid Joe Garagiola fan.

Kevin Flynn, associate editor, lives in Short Hills, New Jersey. Kevin, a Dean's List junior English major, was organizations editor of the 1967 Dome. He will be the editor of the 1969 Dome.

Barbara Ann Gibson, associate editor, is from Pittsburgh, Pennsylvania. Miss Gibson, a senior at St. Mary's College, is an English writing major. After graduation this June, Babs will work for KDKA-TV in Pittsburgh.

Gary Greve, sports editor, is from Belle Center, Ohio (pop. 800). Gary is a sophomore accounting major in the College of Business Administration.

Keith Harkins, photography editor, is from Jackson, Mississippi. Keith, a senior finance major, is also a member of the Glee Club. After graduation, Keith will receive a commission in the Army under the University's ROTC program.

David Heskin, editor of the 1968 Dome, comes from Elizabeth, New Jersey. A four year veteran of the Dome, Dave is a senior majoring in a five year, combination liberal arts—chemical engineering curriculum. He will spend his final year at Notre Dame in a quiet retirement off campus.

Bill Larsen, academics editor, lives in Valley Stream, New York. Bill is a government major.

Ray Maddalone, student life editor, is from Munster, Indiana. Ray, a Dean's List chemistry major, is also a member of the fencing team.

Jerry Murphy, photography editor, lives in Shaker Heights, Ohio. Jerry, a senior chemical engineer, will continue his engineering studies at Northwestern University next year.

David Ward, managing editor, is from Peoria, Illinois. David, a Dean's List premedical student, is a four-year veteran of the Dome. He will graduate *magna cum laude* in June and attend Western Reserve University Medical School next fall.

Pat Wilson, organizations editor, comes from Memphis, Tennessee. He is a Dean's List student majoring in civil engineering.

The unmaking of the editor.

Before I leave, I'd just like to thank: my managing editor Dave Ward for chewing out the staff whenever necessary and doing everything in his power to bring some semblance of order to this chaos; my associate editors, Kevin Flynn for promoting the chaos and Barbara Gibson for being embarrassed; my section heads, Ray Maddalone, Gary Greve, Bill Larsen, John Dempsey, and Pat Wilson, for my 1.0 average for the past year; my photography editors, Jerry Murphy and Keith Harkins, for devotion which bordered on the fanatical; the photography staff, Jim Canastero, Camilo Vergara, Bert Feliss, Greg Neuman, Steve Griffin, Tim Ford, Chuck Osborne, Terry Dwyer, Al Skiles, Fred Quiros, Mike Ford, and Ben Ratterman, for their hard work in the face of concerted opposition from the editors and section heads; my staff, Jim Rocap, Lou Gidel, Richard Reinthaler, Al Macchioni, Ronald Spann, Dave Jaworski, Fred Stavins, Jim Mertzluft, Bill Navolio, Matt Connolly, Mike Kelly, Alex Watt, George Stevens, Tom Vogelwede, Ken Manning, and Pete Gormley, for their writing and doing most of the dirty work in the production of this book; Zack Brown, for designing the cover and endsheets; Steve Wright for his drawings for the stationary and sketches for the cover; Tom Fitzharris, Michael Patrick O'Connor, Kevin McCarthy, Jon Sherry, Ned Allen Buchbinder, Fran Schwartzberg, David

Kahn, Bill Thieman, Tom Brislin, Jim Pelegrin, Chris Manion, Forrest Hainline, Dave Tiemeier, Peter Kirwin, and Mike Ryan for writing their various articles, tirades, and polemics; Fr. Hesburgh, the other members of the administration, the deans, and the faculty members, for giving their time for interviews and photos; Terry Ward for perpetuating the guidelines; Rod Julian for breaking the guidelines; Goldie Domestein and Rock Knutnee; Kathy Bradley for many afternoons of typing; Mickey McCay, Harrell Brooks, and the staff of Foote and Davies for their help in the Dome's production; Jack Bundy and the staff of S. K. Smith for their work on both covers; Fr. McCarragher, Dome advisor, for keeping us in check; Gladys Cunningham, business manager, for faking my expense account; Jerry Sechowski, the University's purchasing agent, for paying the bills; Fr. Harvey and the Notre Dame-St. Mary's Theatre for their cooperation in allowing us to photograph their productions; John Thurin of INSIGHT magazine for several last minute pictures; Whit, Jill, and Pat for persevering with the senior portraits in the face of outright hostility; John Mroz for the still from *Beyond the Law* and picture of Kurt Vonnegut; Fr. McAvoy and the University Archives for their help in preparing the epilogue; Bob Burke for his help on many assignments; my parents for learning to take anything I do in stride; and all who have encouraged or scoffed at the idea of a design oriented yearbook.

Another kind of debt is owed to: the Mothers who are only in it for the money; Louis B. Hershey for deciding that too much education is ruining the country's youth; Jon Sherry for his seven cornerstones of revolution; J. Edgar Hoover for his constant protection; and Lyndon Baines Johnson for Lyndon Baines Johnson.

Dave Heskin





What Every Good Irishman should Know: A History of Notre Dame.

The Notre Dame of the 1840's stood in open defiance of the Indiana weather, the Indians, the population, and the Bishop. "Mind you," he said to Fr. Sorin in 1841, "I have nothing against your idea of a college, but not here!" He was referring, of course, to Washington, Indiana—where Sorin settled first. They decided to go north, and after 10 days and 250 miles of bitter cold, they reached South Bend in November 1842. Sorin found a log chapel built by Father Badin, C.S.C., and decided immediately to found a college. Amazingly, pupils showed up—two who paid and, the registrar notes, "perhaps a few others who never paid." The buildings started in the summer of 1848, and were finished after Sorin took an ad in the 1843 South Bend Free Press to describe his new college to the world—a "beautiful and healthful location, a college building equal to any in the U.S., and the promise of a gymnasium." By 1845, Notre Dame was charging \$100 a year but it was in financial trouble. The founders had brought with them the customs of French aristocracy, and could hardly speak English. They also brought the rules of a French boarding school: rise at 5:30, Mass at 6:30, classes and recreation till 6 p.m., bed by 9. Everyone studied the same things until 1848 when the college was divided into students taking the classical courses and those taking commercial courses. By 1851, Notre Dame had its own post office and was making money from it. Notre Dame was also in the brick business, selling a half a million per year in 1858. Fr. Sorin was so concerned with money that in 1850, he sent three brothers and two laymen to California to find gold; if they found any, the two laymen were to return 50% of it to Sorin; the brothers were to return all. It was unsuccessful. The superior of the order viewed this and some other things Sorin was doing with displeasure; when he made an attempt to loosen the tight rules on the American boys, the French Mother House relieved him of his duties and ordered him to become Bishop of Dacca, at a new mission in Bengal. Sorin responded characteristically by threatening to renounce his vows to the French order and join Notre Dame to the diocese of Vincennes. Fr. Moreau, the head of the order, sent a visitor who made Sorin give in; but Moreau strangely decided to leave Sorin at Notre Dame.

Discipline was rigorous in the 1850's. Study was demanded before Mass and breakfast. Since boys of all ages attended Notre Dame, there were strict rules about playing areas and regulations regarding trips off-campus. No one was allowed near South Bend without permission, but trips to off limits areas were not uncommon. Most infractions involved the use of liquor. Students were commonly expelled for "coming home drunk" or for ending up in a South Bend jail. The "dirty nineteen," a group of university rebels, in 1858, according to university records, "absented themselves from the study hall in a body one afternoon, went to town, and came home at night with more liquor concealed about their persons than they could well carry." They were kicked out.

Notre Dame persisted in its poverty through the 1870's. Between 1842 and 1869, the school received \$50,000 from the Association of the Propagation of the Faith, which considered Notre Dame a mission. Several large gifts marked the 1850's, but these funds were used in rebuilding from a fire that razed a barn and the old log chapel. At the time of the Superior's visit in 1857, Notre Dame's value was assessed at \$258,191.29. In the 1860's Notre Dame played an active role in the Civil War. The Underground Railroad for runaway slaves had a local stop on Eddy street near the old Biology building. Fr. Corby, who graduated from Notre Dame as a priest, served an important role as a chaplain in the war and returned later as president. Many other priests and brothers participated. Following the war came the construction of a box-like building with a small dome. It contained all classrooms, dorms, and refectories.

The curriculum may have been expanding: science was added in 1867. But the rules remained strict: no smoking, drinking, no one allowed off campus, silence except during recreation, and no money except a weekly allowance from the treasurer. Each student had to write home once a week; and everyone was required to wash their feet each Saturday at 4 P.M.

The Scholastic was founded in 1864, when the student body had reached 500. The magazine proved pedantic and dull; deep literate pieces dominated—as if to let the outside world realize the deepness



Above, a biology exhibit in 1878. Right, a South Bend streetcar c. 1890. A similar streetcar was destroyed by students during an "incident" in 1916. Opposite, the "Great Fire" that destroyed the college building in 1879.



of thought going on at the university. Tuition was \$300. By 1871, students were permitted to go home for the Christmas vacation. Most of the students were from the Midwest, and the greatest number—over half—were of Irish extraction.

Notre Dame's first football game was played in 1876 when two boys chose up sides for a "good old-fashioned game." There were 42 players on each side, and the game went until one team scored. It came out a draw. The 1870's also saw the rise of the St. Patrick's Day celebration, which was described in the Scholastic: "The entertainments are always given the night before, and as the day following was a holiday, the extra sleep would in no way interfere with their studies."

In 1879, the "great fire" destroyed the college building. The new Administration Building, which contained—according to the Scholastic—"over 4,350,000 bricks"—was started soon after. The 1880's saw the building of "The Music Hall" (now Washington Hall) and Minim's Hall (now one half of St. Edward's Hall) and the Science Hall (which is now the Student Center). The center of the building—now a lounge—was a museum. The first Catholic college residence hall, Sorin Hall, was begun in 1888. It was reserved for juniors and seniors, depending on academic standing, and had fifty rooms. This innovation—which was meant to change the "prep school" atmosphere of the Catholic college—was not, however, paralleled by change in discipline. In October, 1890, 32 students decided to break the rule requiring permission to go to South Bend. Two of the group got completely drunk and couldn't find the university late Saturday night. When the faculty heard this, they decided to expell the two and give milder punishment to the others. The group decided they should all receive the same penalty. They did—all 32 were consequently expelled. This concern with liquor was the subject of Father Walsh, seventh president of the University, who also founded the "Total Abstinence Society" that was to spread to other Catholic colleges.

Football began in the late '60's. The first intercollegiate game, November 23, 1887, Michigan won, 8-0, in one "inning." This began the long series of intercollegiate losses that were to mark Notre Dame's ascendancy until 1913. Monetary losses were also important: the athletics department lost money for the school every year until 1913.

A football coach was added in 1893, and Notre Dame went 4-1 in 1894 against Hillsdale, Wabash, Rush Medical of Chicago and two games with Albion.

Father Sorin died in 1893, after over 50 years of running the university with a tight hand. The president at that time, Father Morrissey, probably had dreams of doing what he wanted—and being the first president since Sorin himself to do so. Unfortunately, Notre Dame under Morrissey remained mostly a prep school with little real activity going

The University's first rebels, the "dirty nineteen," were expelled in 1858 for coming home drunk.

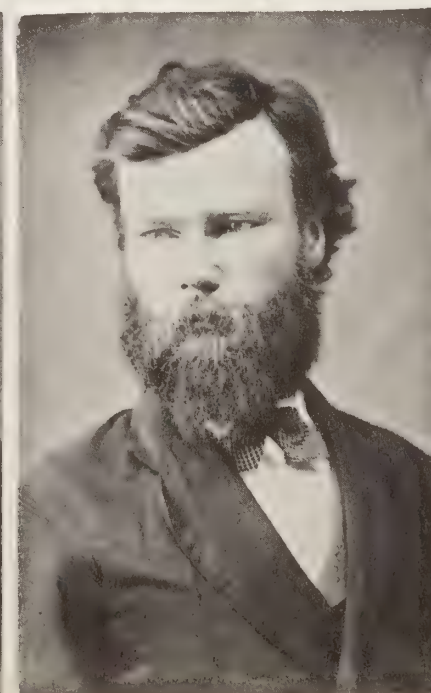
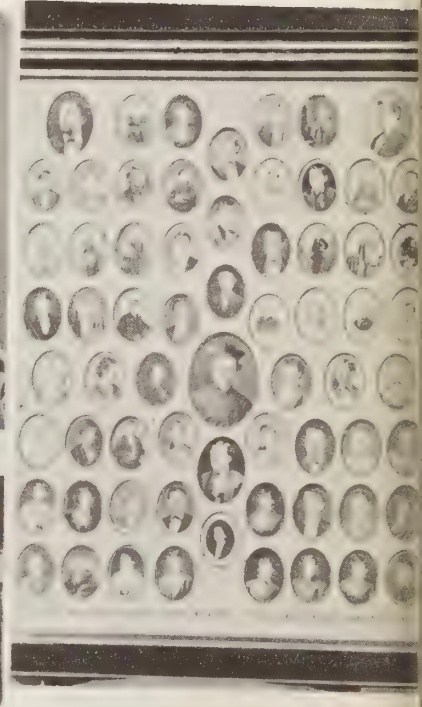
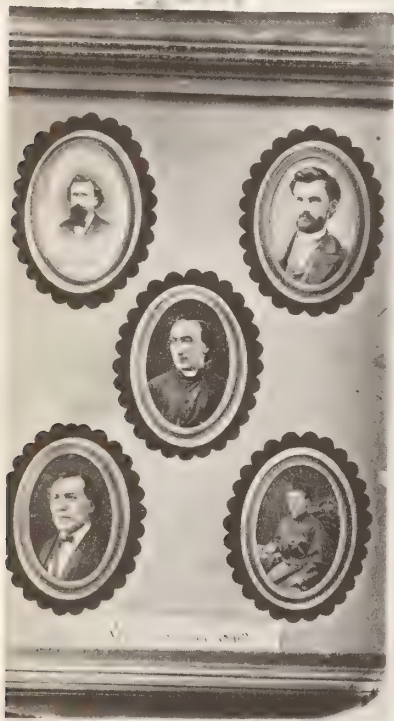
Mention that Senior Ball to any of the 62 fellows who went, and they would say, "Gee, it was bigger and better than ever." And that orchestra! The ladies were entrancingly beautiful, every last one of them. From twelve states they came. Several were sisters of seniors; others were the young ladies to whom a fellow refers when he says he has to write home. During the dinner a quartet from the committee recited in syncopated meter sundry stanzas pleasantly prodding various seniors for their pet idiosyncrasies. This feature "took big" with the audience.

Dome, 1917

Notre Dame has gone through such a great transition during the last three years that one often wonders what the end will be. Cigarettes, dances, off-campus students, demerits, conditions, the Student Activities Council; these are only a few of the problems which have come up. With the change has also come the question of conveying official information to the student body. Formerly when an announcement was to be made, the Prefect of Discipline had only to walk into the Commons at mealtime and make it. It was simple.

Dome, 1922





St. Patrick's School

St. Patrick's School

on in the University. There were still only about 15 bachelors degrees in liberal arts and science, and nearly six times that number in the commercial school. One of the most popular academic buildings was the "Manual Labor School," between Walsh and Badin Halls, an out-and-out trade school. Notre Dame couldn't attract important scholars because its pay for a professor was ridiculously low. Notre Dame simply didn't have enough money. Several of the exceptions were priests. One of the most important during this time was Rev. John A. Zahm, who became a noted biologist. When he became president in 1905, he began a real program to build the university into a community of scholars. Up to that time, Notre Dame was simply an efficiently run boarding school in the wilderness. Zahm wasn't so efficient, but he was willing to go into debt to acquire the kind of people he wanted.

Saint Mary's had developed quite on its own up to 1905. There was actually very little contact between the two schools. About the only times boys saw girls was on Sunday, when Notre Dame boys could walk down to the end of the road and wave across the Dixie Highway to the Saint Mary's girls. There were no class dances until 1905. Relations with the "townies" at the turn of the century were strictly forbidden: any letters addressed to students with postmarks from South Bend were confiscated by the Prefect of Discipline.

Around 1910, under James Cavanaugh, Notre Dame began to act a little like a university. Father Julius Nieuwland began his work in chemistry in 1906. He continued his research through the 1930's. His most notable discovery, the formula for synthetic rubber, occurred in 1925.

On Sunday, Notre Dame boys could walk to the Dixie Highway and wave to St. Mary's girls.

"A Real Notre Dame Man."

When a Saint Mary's girl says this of him, everyone knows that he is a man who upholds the nobility of Catholic manhood, that he is a prince in character and aspirations. For this real Notre Dame man, the Saint Mary's girl has a message.

"Your sister is ready to enter college. If she admires you, she will want to enter a school that offers the same ideals, culture, and education that Notre Dame has given you. This, Saint Mary's assures her. Bring her back with you. Only the Dixie Highway separates Saint Mary's from Notre Dame.

"Because I love Saint Mary's—her beauty, the girlhood friendships made there, the inspiration of her culture, the responsive, ever serving love of this educational mother—I, the Saint Mary's graduate, pass the word on to you to carry to the ends of the earth.

"I ask you to bring back your sister to my Alma Mater, that she may know the joy of being at Saint Mary's, where normal, ordinary school life is happy to live, where character is molded after that of Our Lady—the crowning glory of the dome."

Dome, 1925

Opposite, a page from a faculty scrapbook in 1873. Notre Dame's fourth president, Rev. Auguste Lemonnier, is in the upper right corner. Below, the "Academy of Music."





NOTRE DAME'S OPEN PLAY AMAZES ARMY

**Cadets Unable to Break Up
Accurate Forward Pass-
ing of Westerners.**

Special to The New York Times.

WEST POINT, N. Y., Nov. 1.—The Notre Dame eleven swept the Army off its feet on the plains this afternoon, and buried the soldiers under a 35 to 13 score. The Westerners flashed the most sensational football that has been seen in the East this year, baffling the cadets with a style of open play and a perfectly developed forward pass, which carried the victors down the field thirty yards at a clip. The Eastern gridiron has not seen such a master of the forward pass as Charley Dorais, the Notre Dame quarter back. A frail youth of 145 pounds, as agile as a cat and restless as a jumpjack, Dorais shot forward passes with accuracy into the outstretched arms of his ends, Capt. Rockne and Gusbert, as they stood poised for the ball, often as far as 35 yards away.

The yellow leather egg was in the air half the time, with the Notre Dame team spread out in all directions over the field waiting for it. The Army players were hopelessly confused and chagrined before Notre Dame's great playing, and their style of old-fashioned close line-smashing play was no match for the spectacular and highly perfected attack of the Indiana collegians. All five of Notre Dame's touchdowns came as the result of forward passes. They sprang the play on the Army seventeen times, and only missed four. In all they gained 243 yards with the forward pass alone.

The topnotch forward pass performance of the game happened in the second period when Notre Dame carried the ball nearly the entire length of the field in four plays for a touchdown. Rockne caught McEwan's kick-off and was downed on the fifteen-yard line. Little Dorais then got five on a quarter back run. He then hurled a long pass to Pliska which netted thirty yards. Dorais followed this with a beautiful placed heave of thirty-five yards to Rockne. Another forward pass to Rockne carried the ball to the five-yard line and then Pliska was jammed through the Army forwards for a touchdown.

Football men marveled at this startling display of open football. Bill Roper, former head coach at Princeton, who was one of the officials of the game, said that he had always believed that such playing was possible under the new rules, but that he had never seen the forward pass developed to such a state of perfection.

Except for a short time in the second period, when the Army team got going and hammered out two touchdowns by driving, back-straining work, the Cadets looked like novices compared with the big Indian team. Just before West Point's second touchdown, Notre Dame made a great stand under the shadow of its own goal. The Cadets had the ball on the one-yard line and Hodgson, Hobbs and Capt. Hoge hurled themselves at the line, but it would not move. A penalty gave the Soldiers their first down and again the Army backs pushed the rigid wall of giant Westerners. Five times they hammered at the line and on the sixth crash, Prichard bulleted his way through for the touchdown.

This was the first time Notre Dame has ever been on the army schedule, and a crowd of 5,000 came to the reservation to-day to witness the game. Report had the Indiana team strong, but no one imagined that it knew so much football. Dorais ran the team at top speed all the time. The Westerners were on the jump from the start, and handled the ball with few muffs. The little quarter back displayed great judgment at all times, and was never at a loss to take

didn't tire them earlier. They had the ball most of the time, and were always eating up the distance which separated them from the Army goal line.

McEwan kicked off for the Army and Dorais had taken only a few steps when he was buried under a pile of Army men. Eichenlaub tried the Army line, but it would not yield, and then the Cadets let out a yell when the Army got the ball on a fumble. Both sides were penalized 15 yards for holding. Hodgson and Capt. Hoge jammed through the forward for big gains, but Hodgson was finally forced to kick. He booted the ball to Dorais on the five-yard line and the quarter back wiggled his way back to the 35-yard line before he was brought down. Pliska got around the end for five yards, and then Dorais tried his first forward pass, and it failed, so the quarter back punted to midfield.

Dorais was tackled so hard after catching Hodgson's return punt that he fumbled the ball, and the alert Meacham fell on the ball for the Army. Eichenlaub and Finnigan tore big holes in the Army's front and Dorais's second attempt at a forward pass failed. McEwan, the Army centre, was hurt in the mêlée which followed and had to retire for a while, but Trainer Harry Tut-hill patched him up and he got back in the game in a few minutes.

Then Notre Dame cut loose. Some vicious line smashing by Eichenlaub and Pliska carried the ball down to the 25-yard line and Dorais hurled a beautiful forward pass to Capt. Rockne, who caught it a few yards from the goal line and rushed it over for the first touchdown. Dorais kicked the goal. Before the first period ended, Dorais got off several spectacular forward passes to Pliska and Rockne. A successful forward pass by the Army, Prichard to Louett, carried the ball to Notre Dame's 15-yard line, and from there Hodgson and Hobbs plowed their way to the goal line, Hodgson hurling himself over for the score. Woodruff was rushed in as a pinch kicker and booted the ball over the crossbar, tying the score.

Soon after play was resumed Merillat was tackled so hard by Rockne that he was slaid out, but came back into the game smiling just as soon as he got his wind again. Prichard then drove the Army team at top speed, and a fine forward pass, which he threw to Jouett, landed the leather on the five-yard line. Three times Hodgson and Hobbs tried to batter their way over the goal line, but got only as far as the one-yard mark. Here Notre Dame was penalized for holding and the Army fortunately got a first down. The Notre Dame team was making a desperate stand with the ball only six inches from the goal. Hodgson slammed himself into the scrimmage twice only to be turned back. On the sixth try, Prichard hurled his way over for a touchdown. Hoge missed the goal. The Cadets went wild with joy, but their happiness was short-lived, because Dorais then executed a string of forward passes which put the Army team completely in the air.

After the Army's touchdown, Notre Dame, starting from the fifteen-yard mark, sailed serenely down the field for a touchdown, from which Dorais kicked the goal and put the Westerners in the lead, 13 to 13. Dorais fell back and the Notre Dame team spread out across the field. Dorais hurled the ball high and straight for twenty-five yards, and Rockne, on the dead end, grabbed the ball out of the air and was downed in midfield. Dorais lost no time in shooting another pass at Pliska, which netted thirty-five yards. The ball went high and straight, and Pliska was far out of the Army's reach when he caught it. The partisan Army crowd for the moment forgot that the Army was being defeated, and burst forth in a sincere cheer for the marvelous little quarter back Dorais and his record toss of thirty-five yards. The ball again shot up into the air and was grabbed by Finnigan a few yards from the Army goal line. Pliska, behind compact interference, skirted the Army tackle for a touchdown, and Dorais again kicked the goal.

Notre Dame had West Point on the run, and there was no stopping their wild, reckless advance. Dorais kept at his great work and had his ends and half backs dashing madly around the field chasing his long throws. Just before the end of the period Notre Dame had the ball on the Army's 45-yard line close to the east side of the gridiron. Dorais barked out a signal, and the whole western back field and ends rushed across to the west side of the field. Dorais received the ball from his centre and ran back several yards

**"The yellow leather egg
of those Westerners was
in the air half the time."**

Polo Grounds, N. Y. Oct. 18, 1924—Outlined against a blue-gray October sky the Four Horsemen rode again.

In dramatic lore they are known as famine, pestilence, destruction, and death. They are only aliases. Their real names are: Stuldreher, Miller, Crowley, and Layden. They are formed the crest of the South Bend cyclone before which another fighting Army team was swept over the precipice at the Polo Grounds this afternoon as 55,000 spectators peered down upon the bewildering panorama spread out upon the green plain below.

A cyclone can't be snared. It may be surrounded but somewhere it breaks through to keep on going. When the cyclone starts from South Bend where the candle lights still gleam through the Indiana sycamores those in the way must take to storm cellars at top speed. The cyclone struck again as Notre Dame beat the Army 13 to 7 with a set of backfield stars that ripped and rushed through a strong Army defense with more speed and power than the warring Cadets could meet.—Grantland Rice

To My Football Suit

Oft have I worn thee
Long would I mourn thee
If fate had torn thee
And me apart,
Though stains deface thee
They do but grace thee,
Nought can replace thee
In my fond heart.

Thou'rt rather muddy,
A trifle bloody,
Thou'rt quite a study,
In grey and red;
But gold can't buy thee,
Or ragman eye thee
Or soap come nigh thee,
Till love is dead.

Dome, 1925





Above, a snow scene in 1896. *Right*, Father John Zahm with Theodore Roosevelt in a 1913 exploration of South America. Zahm was head of the Science College, founded in 1865. *Opposite*, two students, self-portrait, c. 1890.



During Cavanaugh's presidency, Notre Dame made its great splash into intercollegiate athletics. But before that, the Irish had to play colleges and teams of such ridiculous ability that many of the records were set during this period, including the all-time scoring spree against American Medical, 142-0, in 1905. Fantastic scores, long runs, and huge kickoff returns proved that Notre Dame was being discriminated against by its equals. The Irish had at least one recognized all-American, Red Salmon, who scored 250 points between 1900 and 1902. But in 1911, Notre Dame applied for admission to the Midwest conference—the "Big Nine"—and was rejected. The next year, Ohio State joined Michigan, Northwestern, and Chicago to make the Big Ten—and to make Notre Dame a permanent independent. In 1913, Notre Dame upset Army. The New York Times gave the game 34 column inches, and practically ignored the Big Ten.

Discipline continued to be a problem during the rowdy days of claimed national championships. In 1916, a mob of students discovered that two students had been beaten on the local street car by company men when the boys tried to evade the fare. The mob attacked a street car and completely wrecked and burned it. For once, the university backed up the students and refused to pay the \$5000 for a new car. The 'teens also saw the introduction of the first movies on campus. The showings—in Washington Hall—had that certain quality that the Engineering Auditorium later assumed. The best part of the show was the audience participation.

Notre Dame celebrated its 75th anniversary in wartime—as it did its 50th (the Spanish-American War), its 25th (the Civil War), and its founding (the Mexican War) as well as its 100th.

World War I reduced Notre Dame's student body by about 600. By 1918, the campus was an armed camp. The government created a division of the S.T.A.C.—Student Army Training Corps—on campus. The regiment, which converted the halls into barracks and eventually abandoned classes, was judged "inferior in quality" by the military.

In 1920, Notre Dame divided itself into the four colleges—Arts and Letters, Science, Engineering, and Business—that have persisted until today. The University gradually did away with the prep school, and began serious expansion of the physical plant in 1920. The first fund drive in the history of the university was set for \$2 million, with aid from the Rockefeller foundation. Half of the money was to be spent for buildings, mostly dormitories. The presence of off-campus students made some really difficult discipline problems, since the rigidly enforced campus rules could hardly apply in South Bend.

Football continued its amazing rise during the '20's. Rockne, who had played in 1913, became coach in 1918, and remained until he died in a 1931 plane crash. George Gipp, Rockne's greatest discovery, became a national figure during his years at Notre Dame, with 4,110 yards rushing between

Notre Dame has celebrated its 1st, 25th, 50th, 75th and 100th anniversaries in wartime.

*Thus we have shown you day by day
How speed our happy Senior year;
With work and merry-hearted play
From welcome-hand to parting tear.*

*We're scattered now throughout the land,
In fighting garb to "do our bit,"
We're members of that braver band
Who heard the call—and answered it.*

*And though some rise to greater fame,
While others find but "tents of green,"
They'll ne're forget old Notre Dame,
Nor her war-rent class of '17.*

Dome, 1917.

Announcement from the Students' Office that private phones would be installed for those students desiring the same caused a rush for applications this afternoon. Only fifty will be installed. Said one socially aspiring student, "Yes, the old traditional system took lots of the joy out of life. Whenever I wanted to call up Geraldine or Mayme or Marguerite, or whenever someone called me, it was necessary for me to go to the rector's office. I am sure that the new plan will prove popular with such students as myself who feel that they have an ability to keep up the prestige of Notre Dame in social matters. Speaking of myself . . ."

Dome, 1920





1917 and 1920. Gipp was made a permanent Notre Dame legend when he died of a throat infection which had developed after the season's last football game.

Between 1922 and 1928, Notre Dame shared in the nationwide craze over football. Rockne was coach, and the show that the team put on began drawing fantastic crowds. In 1923, only 53,000 people turned out at Cartier Field for the home games, but 135,000 came for the away games. In 1924, Notre Dame had its first undisputed National Championship.

By 1927, the attraction was overwhelming—120,000 people crowded Soldiers Field in Chicago for the Southern Cal game. By the fall of 1930, the stadium was completed, and Notre Dame continued winning consistently.

Some of the more incredible buildings were put up during the '20's. Since the off-campus students had reached 1100, the administration hastily built two halls—Freshmen Hall and Sophomore Hall. Both were made of wood—and housed a total of 362 students. Between 1924 and 1926, Howard, Morrissey, and Lyons were built, taking almost a thousand students from the 1400 living off-campus. That modern rendition of a medieval mead-hall, the South Dining Hall, proved to be the most extravagant building put up during the period. It cost \$750,000, and was described only in superlatives. It certainly was big: two huge rooms, each 220 feet by 62 feet with a combined seating capacity of 2200.

The building continued into the early thirties. Alumni, Dillon, the Law Building, and the Engineering Building were added. In 1929, the Minims were disbanded, much to the sadness of the more tradition-minded students and alumni. Minims' Hall was expanded and the name changed to St. Edward's Hall.

Knut Rockne died in 1931 in a plane crash, after a legendary career as player and coach. Three of the teams between 1924 and 1930 were national champions, and Rockne himself was a national hero. C.B.S. Radio broadcast the funeral nationwide.

The thirties saw the further academic development of the university. Several graduate departments were added in science. But Notre Dame didn't expand its physical plant, and its enrollment dropped steadily during the Depression. Father O'Hara became the 13th president in 1934. He had achieved a national reputation as editor of the widely-distributed Religious Bulletin. The forties brought World War II, the 100th anniversary, and the Navy, which established an armed camp on campus.

Following the war, Notre Dame, in response to the increase in number of applicants, increased enrollment from 3,200 to 5,100 without a significant change in the number of rooms available. 1952 brought Father Hesburgh, 16th President, who began a \$65-million expansion program to fill the physical needs of post-war Notre Dame. Despite the development of the University in the past 20 years, most of the "old traditions" that pervade the campus go back to Sorin, the Minims and "the Rock."

By the time Hesburgh became president, almost all of the "old traditions" had been set.

There is one spot on the campus of Notre Dame that never fails to win the sympathy of student and visitor alike; one place with a charm all its own; one point of attraction that is simply irresistible—"The Minims." Picture to yourself a hundred or two happy faces, chubby, perhaps a trifle begrimed as well, radiant with fun and laughter; watch the lively antics as the little fellows tear across the playground; hear their sober discussions of the relative merits of Notre Dame and Michigan as they puzzle out the intricacies of the Western Championship.

On the whole, St. Edwards Hall is one of the most ideal spots in America. It stands for the fullness of democracy, for by its basic principle it places the Minim on a level with the student of mature age and completes the great Christian family that goes to make up the University.

Dome, 1910

Opposite, above, the South Dining Hall, late 1940's: note the waiters, table cloths, flowers, and silver. Opposite, below, "Minim's Hall" with Father Sorin. Below, a room in Sorin Hall, c. 1890.





"The Dome of 1926" is off the presses.

This is the twentieth volume of the university annual, which is—as all college men know—a useful and beautiful compendium of all that is worthwhile in student life, a thing of beauty in itself and a treasured possession for the years to come.

The News-Times congratulates and compliments the editors of this year's publication for their achievement. From every standpoint, selection of materials, text illustration, and design, The Dome is a work that represents the fine spirit of the college.

Certainly no one who scans its pages can escape a feeling of deep pride in the University—and in the men who make it.

South Bend News-Times, 1926.

